



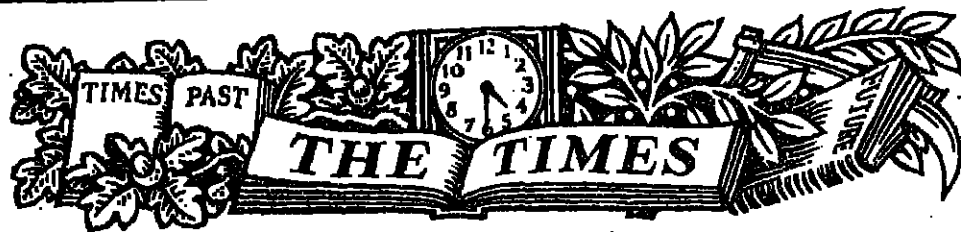


The threat of yet another round of education cuts provides the main burden of this week's educational news. As the recession deepens and unemployment rises, the pressure on public expenditure also mounts. The bill for social benefits goes up by around £200m for every additional 100,000 who are out of work. Those who expect the number of jobless to mount for most of next year have, therefore, to foresee a steadily increasing call on the national budget.

The recession also spells gathering gloom for one nationalized industry after another, so while the public is faced with hefty increases in charges, Sir Keith Joseph, against his better judgment, pumps more millions into British Steel, British Rail, British Shipbuilders, the National Coal Board and the rest.

The logic of the Government's economic policy argues that interest rates can only be reduced if public borrowing is restrained. This means spending cuts and/or tax increases. The extent of the cuts was still being debated in Cabinet when we went to press but if, as seems likely, around £2 billion is to be topped off public expenditure for 1981-82, all the evidence points to another swinging stab at education. Whereas a few weeks ago it was being confidently predicted that the schools would escape, while higher education bore the brunt, it now seems that local government spending will be cut by some 2 per cent—£240m—on top of the 2 per cent cut already announced in the public expenditure White Paper earlier in the year.

Cuts in higher education were already being planned before the size of the required saving was raised to the higher level. It is likely that cuts for the universities amounting to between 1 and 2 per cent will be announced; over and



EDUCATIONAL SUPPLEMENT  
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

## How Mr Carlisle played the game—and lost

above the other educational reductions incorporated in the delayed Rate Support Grant. Putting all this together the suggestion is that public sector education cuts at all levels could be of the order of between £120m and £130m next year.

Through the capping of the pool, the Government can make their cuts more specific in relation to public sector higher education than elsewhere in the public education budget where the usual ambiguities of the Rate Support Grant will continue after the changes initiated by Mr Heseltine. The grant will still be paid as a lump sum, leaving to the authorities a large measure of discretion as to how it should be shared out between the various services.

It is reported that Mr Carlisle has fought hard for the education service against heavy odds. Education is so large a portion of local government that any indiscriminating reduction of the Rate

Support Grant is bound to bear heavily on the schools. Housing has already been cut to the bone. The social services have no champion prepared to defend them energetically in Cabinet. Mr Carlisle is, therefore, dangerously isolated as the representative of a great public service—the only one the Prime Minister knows much about. Some prime ministers are said to remain sentimentally attached to the departments of state where they served their apprenticeship. Others take special delight in turning and rending them. Mrs Thatcher, unfortunately, belongs to the second category. It is no good looking to her for a sympathetic hearing.

When the HMI survey (page one) appears, there will be more hard evidence of how the cuts have already lowered standards and damaged the quality of education. In particular it will emphasize the dangerously uneven impact of what

has happened already — the zeal with which many county authorities have wielded the axe (partly because they share the Chancellor's politics; partly, because the Rate Support Grant for many years curtailed their resources), and the defiance of many Labour-controlled boroughs.

Some confusion might be expected to follow the politically expedient transition to the new block grant system which is designed by the Tories to rig the balance of payments in favour of Conservative areas, as Labour's RSG formula was once designed to help the Labour urban authorities. What will now happen is that to this confusion will be added yet more severe cuts.

Those who dwell on the gloomy state of public education are liable to be chided for failing to give due prominence to all the many encouraging things which are going on. Many of these are reported in our columns from week to week. It is necessary to be a Pollyanna to believe that, notwithstanding the dire economic situation, there are plenty of success stories to tell. But nobody—not even Mr Carlisle and Lady Young, at their most bland — can afford to play down the seriousness of this latest round of cut upon cut. What it will mean in personal terms for teachers who may be displaced from their jobs is serious, but teachers would not be alone in 1981 in finding their life chances at risk if their schooling is damaged.

All the criticisms of education in its most basic form will be reinforced if there are to be even more savage cuts. And who can yet say that the end of this particular downward spiral has yet been reached?

## Comment

### Radical thoughts from the SEO

With the new Local Government Planning Act already casting its shadow forward, there are signs elsewhere of growing concern about the place of education in local government and the historic balance of power which underlies the 1964 Education Act.

One of these comes in the form of a statement issued by Mr W. H. Petty, chief education officer for Kent, who is this year's president of the Society of Education Officers. The SEO has set up a working party on "future education and the financing of the education service". This is a reflection of "considerable dissatisfaction" with the present position.

The SEO "has always favoured a strong local democratic framework for the education service" but the latest initiative is a realistic recognition that other possibilities are being envisaged.

The Society of Education Officers is a cautious body as you would expect, and Mr Petty himself has always been a staunch local authority man. But education's position in local government is becoming increasingly precarious. As the biggest service, education is the highest cost, with no assurance that corporate managers and party caucus will act in the best interest of a service they do not understand. The SEO recognized its equivocal loyalty to the local government world in its evidence to the Layfield Committee on Local Government Finance (quoted by Dudley Fiske, the Manchester CEO, in this week's Walker lecture, see page five): "we are local government men but not at any price". Now the education service seems to be wondering if the price may not already be too high and looking around for another framework for democratic control.

conclusion, but at least they are prepared to speculate intelligently on these matters now and begin to prepare the ground for more penetrating investigation later.

At the root of the relationship between the education service, the local education authorities and the Department of Education and Science is the formula for local government finance. The changes which are now taking place cannot fail to shake up the relationship and with it the distribution of power. The argument is sometimes seen as a struggle between the central Government and local government. Elizabeth House and Westminster constantly complain that they can make, but cannot execute, national policy. Mr Heseltine's new Act will make things worse, increasing the Government's negative powers, without greatly stepping up the capacity to push things forward.

The argument which concerns the SEO, however, has more to do with the position of education vis à vis the other services, and the educators vis à vis local government as such. Here it is important to insist that local government exists for the services it administers, not vice versa. The worst aspect of the present period of low morale in the local education service and the rest of the local government world is that clamping down has now become the one and only concern of national policy. Local government is dominated by the need to stunt and cramp the services.

So long as this is the case, the only consideration with regard to the constitutional relationship between central and local government will be the prevention of local spending. In such circumstances the SEO will be beating its collective head against a brick wall. But this will not always be so. When the economic wind changes, the pressure will ease off but the underlying questions will remain. The latest method of distributing central Government grant to local authorities can only be regarded as a temporary measure. It is by no means too early in plan now for the reforms which will be needed within five years.

### Science and gender

A recipe for increasing the numbers of girls opting for physics and chemistry was offered this week by Mr. Moseley's Inspectorate in Science. The ingredients include radical changes in examinations and syllabuses and include the more practical, real life and social implications of science in place of some of the more theoretical aspects. The suggestions are calling for science courses that are more of a preparation for life and

less a preparation for A levels.

Like several other suggestions made by the Inspectorate, this is a recipe for both gains and losses. Boys as well as girls need to have their interests stimulated and their imaginations caught by such courses and to see the relevance of them to their lives. Making a subject compulsive is the only realistic way of making it compulsory, whatever framework is erected for the curriculum or however firm the guidance on four-form options.

No doubt, in reiterating this exam theme from their national secondary survey, the inspectors are spelling out some of the syllabus reforms they would like to see in the new 16-plus exams now being compiled. But more pupils—boys or girls—are to continue with science other crucial issues have to be faced.

Whether science classes are to be made to flourish by the irresistibility of these new courses or by a new order of school option schemes or frameworks for the curriculum, more trained science teachers and better equipped laboratories will be needed. Science for girls is prefaced by the now familiar rubric: that nothing is to be read as commitment to extra resources. The inspectorate seem, a bit complacently, to put their trust in falling rolls to solve staffing shortages eventually; but the question of laboratories looms large. The secondary survey found 40 per cent of schools did not have enough labs to provide even the minimum science for all and, unlike teachers, laboratories cannot be redeployed from school to school.

### Bark or bite?

Will Mr Reagan's bark prove to be worse than his bite? The newly elected American President has not backed out education all that often during his campaign, but what he has said has little little joy for those concerned with public education.

Very broadly, he is for parental choice, through tax credits and vouchers, and for letting local and state authorities do things their way (and, increasingly, with their funds). He is against Washington's bureaucratic education bureaucracy, and against too much control from the centre, through tied federal funds. It is a grass-roots view of education, and a set of traditional values as the radical and suspect influences of Washington.

The fears of the education establishment are that his policies will lead to an acceleration of outflow of pupils from public to private

schools, and that federally-funded programmes which channel money into areas of educational disadvantage will be targeted to give states their block grants. Liberals have found plenty to fear in Mr Reagan's assertion that the Biblical account of creation should be given equal status with the Theory of Evolution, although as The TES reports have pointed out, he is simply in line with a very large proportion of Americans.

But Mr Reagan's record as governor of California in the early 1970s offers some crumbs of comfort. He proved to be a pragmatist, able to accept compromise and willing to let others get on with their jobs. He has also gained a reputation for gathering around him sound advisers, whose words he listens to.

Anyone watching for the first signs of a new American education policy to emerge should therefore pay more attention to what Mr Reagan's newly-formed educational think-tank has to say, than the new President's own platform utterances.

Early indications are that the group, headed by Glenn Campbell of Stanford University's Hoover Institute, is not in favour of major cuts in federal education spending.



Victory salute from Mr Reagan

### No comment

"That may be due to the fact that I have all the villages on the public consultation exercise," David Lighthorn, Staffordshire education committee chairman, on why he was an apparent surge in the local education authority.

## NEWS

### Graded tests likely in new 16 plus

by Bob Doe

The new 16-plus exams in modern languages are almost certain to be based on the novel graded tests of everyday communication skills, according to the Centre for Information on Language Teaching (CILT). Some it may be possible to get an O level in French without knowing a word of the language.

According to CILT's director, Mr John Trim, the language panels of the exam boards now considering arrangements for the new 16-plus are very sympathetic to the graded tests approach. CILT itself, and the Schools Council are also very keen.

With its initial emphasis on reading, speaking and listening rather

than writing, and step-by-step multi-level tests, the approach was originally devised as an alternative to what some saw as the irrelevance to language teaching of the old style exams.

In some experiments graded tests dramatically increased the numbers of pupils wishing to continue their language studies, though there is some disagreement about whether the tests or the everyday language skills are behind this higher motivation.

According to a report on graded tests from CILT this week, this approach is likely to be the shape of things to come because of its careful definition of objectives for each level.

The CILT report is a handbook for teachers interested in developing the new graded tests approach, and it describes some of the 50 schemes in six languages in use or being devised.

The Yorkshire Regional Exam Board already accepts level 4 in one graded tests scheme as qualifying for a CSE award and three other boards are about to follow suit.

Now the Manchester-based GCE board, the JMB, is considering a scheme for the 16-plus in which candidates could get the equivalent of an O level in French without having to write a word of the language.

There would be optional tests of each of the four skills—reading, speaking, listening and writing—at

a basic or extended level. The lowest grade (G) would be awarded for passes in any two of these tests and an A for passes in all eight. Grade C could be obtained by passing reading, speaking and listening at both levels, though "passing" is likely to mean scores of 80 per cent or more.

The JMB is part of the northern group of CSE and GCE boards assigned special responsibility for developing 16-plus national criteria for modern languages. The GCE board emphasized this week that the new scheme was only one of several possibilities being looked at. Graded objectives in modern languages by Ann Harding, Brian Page and Sheila Rowell, CILT, 20 Carlton House Terrace, London SW1. £3.75.

### Uncertainty over places on training body

by Bert Lodge

A new organization to look at the quality of teacher education outside the universities is to be set up early in the new year. The principals' associations, and lecturers' union NATEHE, and the main school-teacher union will be represented.

The number of representatives accorded to the National Union of Teachers has still to be resolved, however, before the committee's first meeting on January 28. The NUT is currently boycotting the Government's advisory committee on the supply and education of teachers (ACSET) because of dissatisfaction with the number of seats it was offered.

It is understood the union is demanding half the number of school teacher union seats on the new body plus an extra one—a representation of the National Association of Schoolmasters' Union and Women Teachers is likely to agree with.

The setting up of the new body follows a resolution passed at a joint conference last January of NATEHE and the Department of Education calling for a joint standing committee for education in the public sector.

Miss Jeanine Bockock, NATEHE's general secretary, said this week there was a feeling among teachers that ACSET was too preoccupied with the "supply" element in this at the present time to consider other areas of teacher education. "Also in our view it is not adequately constituted to deal with the issues because it is so heavily weighted towards local authority representation."

The two local authority associations will have nine seats on ACSET. The remaining 16 are distributed among 16 teachers' unions and professional associations.



Uniformed security guards have been employed by Dulwich College, an independent school in South London, to protect boys from assault by local gangs. The guards escort pupils from the school gates to the local railway station every evening.

### College looks safe after meeting

by Sarah Bayliss

The future of Combe Lodge, the further education staff college sponsored by local authorities, appears more secure after a crucial meeting this week.

Members of the Association of County Councils and of the Association of Metropolitan Authorities agreed that officers should instruct

agents to explore terms for a new lease at the college in Blagdon near Bristol. There had been fears that Conservatives on the ACC's policy committee would stand against continuation of the lease.

The college, which was already had its grant of £424,000 approved for next year, runs a wide range of management courses or staff and governors in further and higher education.

### Cooking up novel ways to raise cash for meals

Stephen Cohen

Not only slot machines and games that Somerset County Councils are recommended to look for ways of bringing in money for the school meals.

Lotteries, raffles, special events being put forward as cash-raising schemes.

For personalities are to be sought for flagging sales of school meals. Evening will be held to raise money for school meals. The county's plans were revealed by Barry Taylor, chief education officer, and Mr Tony Dowse, chairman of the education committee.

A budget of £4,000 has been set for the school meals. The aim is to raise about 4,000 children at 45 schools each day to make up the almost self-financing school meals. At the moment the school meals are being subsidised by the local education authority.

It is a number of other ways in which money can be raised, lotteries or draws for example, or slot machines of one kind or another in or near dining rooms, he said in a letter to heads, asking for their help.

raised, lotteries or draws for example, or slot machines of one kind or another in or near dining rooms, he said in a letter to heads, asking for their help.



He made it clear this week that, following adverse reaction to press reports of "space invaders" being installed in dining rooms, he was talking about their use for sixth form centres, football games, and

drinks machines would also be a possibility.

In another letter to heads, Mr Taylor pointed out that under no circumstances would gaming machines be allowed in schools.

School children in Suffolk will be able to report the telephone and complain about soggy puddings, lumpy custard or flies in their soup, on a special "hot line" to a school meals information service open at the end of each term.

This is one of a package of proposals designed by a public relations firm to encourage more youngsters to eat school meals. Suffolk is the second county to employ Infoplan, a London firm, to boost falling sales.

Two school meals cooperatives started by Dorset parents when the county ended its primary school meals service last term have been so successful that they can carry on beyond their eight-week trial run.

Worwickshire's pioneering bid to sell school meals with the help of

### Liberal anxiety as Reagan takes the reins

The landslide victory of Mr Ronald Reagan in this week's American presidential election will mean major changes in national education policies if the new President acts on his campaign pledges.

Mr Reagan has said he will abolish the Cabinet-level Education Department, which was carved out of the giant Health, Education and Welfare Department under President Carter federal aid to education grew by 73 per cent. Mr Reagan wants to replace the present system of allocating national funds for use in specific programmes—by a system of block grants to state and local authorities.

During his campaign Mr Reagan said that the Biblical story of creation should be taught in schools alongside the Theory of Evolution, which has "great flaws".

Such statements have alarmed liberal educators.

## Beat the vandals strategy

by Diane Spencer

A plan to beat vandalism in schools is outlined in a Home Office report published this week.

It consists of 10 strategies such as a "defensive" one which seeks to reduce opportunities to commit damage by using glass substitutes and toughened glass; or the "deterrent strategy" whereby potential weapons are removed—paint spray cans from local hardware shops to be kept behind counters instead of on open shelves. (These are more often stolen than bought.)

The report warns that some measures could cost more than the damage that is being done, while others could have negative side effects. Barbed wire, wire-mesh grilles and bars on windows make schools look like fortresses "which many headmasters find hard to reconcile with their educational aims."

Resident caretakers and vigilant neighbours can be effective deterrents, but intruder alarms, although popular, are less useful. They are expensive to maintain and do little to reduce external damage.

The report recommends frequent application of anti-climb paint on convenient drain pipes, as well as fitting them with sturdy spikod collars.

Schools should send letters to encourage parents to exercise more control over their children outside school hours and during the holidays and tell them of the social and financial costs of vandalism.

The report is based on a study of vandalism in Manchester schools, co-ordinating Crime Prevention Efforts, Home Office Research Study No. 62, by F. J. Gladstone, £3.90.

## Tuition for Degrees, Teaching and GCE

Wolsey Hall is the Oxford Home-Study Centre whose qualified tutors give you individual attention. The range of subjects and examinations covered is wide and includes subjects vital both to teachers and to those of their pupils leaving school without proper career qualifications.

### DEGREES & DIPLOMAS:

B.A. in English, History, French, Geography and Philosophy, together with a wide range of B.A. Subsidary Subject courses, B.Sc. Economics, LL.B., B.D., Extra-Mural Diploma in Theology.

### EDUCATION:

London University Diploma in Education, Postgraduate Certificate in Education, The A.C.P. and L.C.P. Diplomas, London University Certificate of Proficiency in Religious

Knowledge, Cambridge University Diploma and Certificate in Religious Studies.

### G.C.E.:

Over 70 O and A level subjects for all examining boards.

### LEISURE COURSES

PREPARATORY COURSES FOR THE OPEN UNIVERSITY PROFESSIONAL EXAMINATIONS

To find out more about the Wolsey Hall way to obtain a degree or other qualification fill in the coupon below, write or simply telephone

The Hon. F.F. Fisher CBE, MC, MA, Dept. BD6  
Wolsey Hall, Oxford OX2 8PR telephone (0865) 54231  
(Answers after 4.45 p.m.)

Wolsey Hall OXFORD

To the Hon. F.F. Fisher CBE, MC, MA, Dept. BD6  
Wolsey Hall, Oxford OX2 8PR  
Please send free details of course

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Examination: \_\_\_\_\_  
Accredited CACC Member ARCC



# Platform

'We are in the middle of one of our moral panics about law and order'. Frank Coffield looks at crime and punishment

## The minimum harm



Unwilling to work? Young offenders in a traditional detention centre.

We are currently in the middle of one of our periodic moral panics about law and order. Last week the Home Secretary sought and won emergency powers to deal with the problems in our prisons. Soldiers have now been drafted in to cope with these problems which have been caused not by the prisoners, but by the prison officers' industrial action. In the debate in the House of Commons, Mr William Whitelaw, referring to the most controversial provision in the Bill (i.e. to release prisoners), said that, if it became necessary, his aim would be to clear out "the smaller fry". For years Mr Whitelaw has been promising tougher action against violent criminals, and last month this Government published a White Paper on young offenders which proposed a new residential care order.

Residential care for delinquent youngsters is, however, extremely expensive. Evidence, moreover, continues to mount that both the traditional approved school approach and the more modern therapeutic community approach are equally ineffective in reducing the recidivism of delinquency once the youngsters return to the community. If the present Government's policy of cost-effectiveness, which is being applied so remorselessly in industry, were to be applied to the community home and detention centres of this country, then many of them would be closed down for being highly expensive and ineffective.

If Treasury ministers want to make further cuts in public expenditure, then here is an area worthy of their attention. After all, the state of Massachusetts in the United States did close its training schools (the equivalent of our old approved schools). Moreover, we are likely to see the closure of detention centres in the near future. The Government has continued to demand for further penalties.

An opposing school of thought (associated in the US with Edwin Schur's *Radical Non-Intervention and the City*) with Allison Morris at its helm for children argues strongly that public policy should be: 'Leave kids alone wherever possible'. Even the most ardent advocates of this approach would, I think, admit that there will always be some youngsters who will have to be withdrawn from society either to protect them or the community. What they are protesting about is the increasing number of "smaller fry" who are being sent to institutions. The community is not protected when these youngsters abscond from community homes and commit further offences, nor when they return home having associated with and learnt more from "hard-

core" delinquents. Any form of intervention, brings with it the possibility of harm as well as of help, and it is not at all clear that doing something is always better than doing nothing.

Such arguments remind me of Florence Nightingale's dictum: 'The first requisite of a hospital is that it should do the sick no harm.' I should like to see the motto "Do the Minimum Harm" above the staffroom door of every community home and indeed every teaching institution in the country. Certainly, it would be preferable to the notice "a detention centre". "Manners Maketh Men"—the motto of Winchester and New College, Oxford.

The opposing school of thought wants to ask such questions as: is there not something incongruous in the notion of a compulsory therapeutic community? Why has the behind such euphemisms "intensive care unit"? Solitary confinement? Are not many of our present forms of treatment only punishment in disguise? The story is well known of the boy in the juvenile Court, who, in reply to the magistrate who had just given him the opportunity to form new relationships in a secure and structured environment, replied: "Please, sir, I beg to differ. I am an anchor-terrestrial clear passage summer."

While we can shut a man up in a penitentiary, we cannot make him penitent. I have outlined two diametrically opposed views on how to deal with young offenders. Into the midst of this dispute comes a new book *Mugging as a Social Problem* by Dr Michael Pratt (Routledge and Kegan Paul, £13.95). It will be interesting to see if it will be told in threatening to increase our current moral panic about crime by depicting an "underlying social malaise, a timeless, malignant sickness" (Steve Obit, *Law and Order News*), which, if it were to be told, is threatening to see that it is not only expensively who are becoming qualified in sociology, has completed the first detailed study of "mugging".

The term, which became popular again in the early seventies, has no legal meaning at all but is defined by the author as "robbery in the open" or "theft with a gun". The following studies work is based on a random sample of 1,010 muggings which took place within the Metropolitan Police District between the years 1971 and 1974.

The basic statistics which he presents make grim reading: the total figure for robbery in London

in 1959 was 671 but by 1977 the total had risen to 6,326. The author comments: "This represents something like a tenfold increase in less than two decades, with the figure doubling at the rate of about once every four or five years."

Even those who cast a critical eye over crime statistics, pointing to the public's greater sensitivity to violence, to the possibility of greater police activity or more crimes being reported, will have their work cut out to explain these figures away. In other words there would appear from this data to have been a real and disturbing rise in this type of offence in London.

The stereotyped image in the media of the mugger's victim is the little old lady who is terrified to walk the streets at night. The findings which surprised Dr Pratt were that "despite the presumed greater vulnerability of females, more than 80 per cent of victims were in fact male", (and that about three-quarters of all assaults were under the age of 17). The four main characteristics of the typical mugger in London are said to be male, alone, young and black. Further, "planned muggings based on the expectation of pecuniary reward have now largely given way to ad hoc opportunistic attacks".

There should be no belittling of the seriousness of the crime. When, however, Dr Pratt turns to some possible solutions, he thinks that "the provision of a higher standard of living for all, the elimination of slums, and the full integration of racial minorities" are "not sufficiently precise to be of much use in countering the current wave of mugging". Instead, he suggests that we encourage potential victims "not to frequent certain places at certain times, that schools set more quickly to recognize and deter truants, that the police set up "mugging squads" (by present muggings, I presume), and that we provide better facilities for leisure employment."

Although Dr Pratt approvingly quotes these suggestions, the objectives of the social order must be to make violence both unnecessary and unattractive. To make violence unnecessary our institutions must be capable of giving all a satisfactory life in the normal life of the community. He makes two of the four suggestions quoted above which would do little to integrate young West Indians into society. To attempt to cure by his four means the evils of racial discrimination—slum housing, disease, unemployment, low pay, and mugging—is like trying to cure a patient suffering from cancer with Band-Aids.

Frank Coffield is professor of education at Durham University.

## NEWS

### Nearly one quarter of comprehensives break law on religious education

by Bert Lodge

One in five first school teachers and one in three middle school teachers receive no training at college in the compulsory subject on the timetable—religious education.

Almost one in four comprehensive schools are breaking the law by not providing the subject and only half of them manage to offer it to all pupils.

The figures are contained in a memorandum from the Religious Education Council to Lady Young, junior education minister. The council urges the Government to remind local authorities of their statutory obligations and to support efforts to improve RE staffing. It suggests that at least 5 per cent, preferably 7.5 per cent, of school time should be devoted to the subject.

While 22 per cent of first school and 33 per cent of middle school teachers have no religious education training, a further 40 per cent and 32 per cent respectively have 10 hours or less on their initial course. "Therefore two thirds of primary entrants will not have the necessary training to improve the already vague content and status of religious education in the majority of primary schools," says the council.

A survey by HM Inspectorate showed that over 22 per cent of comprehensive schools provided no religious education, 7.5 per cent provided none after the third year. Only 50 per cent offer the subject to all pupils.

The steep decline in A level pro-

vision means schools are not producing the candidates to teach religious education, the council points out. Already 43 per cent secondary religious education teachers have five years or less in the job, 17 per cent are probationary and 20 per cent of those teaching it as a first subject are not qualified.

"RE features higher than most subjects with the lowest match between teaching the subject and having the necessary qualifications," the RE council says.

The council, representing 40 organizations including the British Humanist Association, found that 40 per cent of local education authorities had no arrangement for a regular view of the curriculum through specialist advisers or through the existence of a well supported and active advisory council which they were legally entitled to establish.

Quoting an estimate by another junior minister, Dr Rhodes Boyes, earlier this year that if the religious provisions of the 1944 Act were to be fulfilled 500 new religious education teachers would need to be recruited annually, the council estimates that 11,239 specialists or semi-specialists will be needed by 1986.

The council urges the DES to support the retraining of primary teachers as "resources" or heads of department. It also calls for a "non-viable" course not to be closed down, more use of distance learning schemes such as the Open University and the establishment of bursaries with guaranteed jobs to attract students.

### Plan to close special boarding school faces fierce protests

by Diane Spencer

Solihull's plans to close a purpose-built four-year-old boarding school for the physically handicapped is facing fierce opposition from parents and teachers.

The closure of Swanswell School is part of a plan to reorganize special education in the borough as rolls fall, to cut costs and to move towards a policy of integrating handicapped children into ordinary schools.

If, in the teeth of such hostility, the council carries through the plan at its full meeting in January, under present legislation it will not need the approval of the education minister.

The recent Government White Paper, based on the Warnock Committee's recommendations for educating children with special educational needs, proposes to bring legislation on special school closures in line with ordinary schools. Parents will then be able to make objections to the minister and education authorities must seek his approval.

The council proposes to integrate some of the Swanswell pupils into ordinary schools in the borough and send some to boarding or special day schools in neighbouring authorities and move children from Reynolds Cross school for the severely mentally handicapped into the Swanswell site (purpose-built for

the physically handicapped), with the boarding space used by the Social Services department for the physically handicapped of Reynolds Cross to be sold.

Swanswell was built at a cost of £582,000, to take 60 day pupils and 20 residential pupils. It has never reached this target, its numbers fluctuating between 38 and 51. The council argues that because of high debt charges it is cheaper to send day pupils to a special school in Birmingham.

Parents with children at Swanswell have already employed a solicitor to draw up legal objections and are circulating petitions and they are listing the support of their MPs.

Mr Robert Evans, the head of Swanswell who is due to retire in January, said: "I don't see the plan as we are a purpose-built school with high prestige. The whole idea is to close the school. The head of Reynolds Cross, E. J. Mauley, is so confident that he refuses to "get worked up about it". "I am sure they will be able to do it," he said. The council will hold a public hearing on November 20 to present its case. The council's report will go to the education committee on December 3. An education official said that "in the past the council has received adverse comments on the plan."

### Carlisle's warning to 'rebels'

The Assisted Places Scheme regulations have been passed by the House of Commons.

Under pressure from the Opposition, Mr Mark Carlisle, the Education Secretary, gave his clearest indication yet that he might legislate to stop councils vetoing sixth form transfers to the scheme. Nearly all Labour-controlled L.E.A.s have said they will refuse point blank to allow pupils to transfer from maintained schools at sixth form level.

If local education authorities choose irrespective of the educational merit of individual children to make a blanket decision to refuse to allow children to move, even

though the authorities are unable to provide opportunities in the subject that the child is available to study, but which are available in an independent school in the area, it may have to consider taking legal powers," he said.

Mr Carlisle made it plain that the scheme was aimed only at children joining member schools after September next year and would not apply to those already in schools. However, parents, who are financially strapped, might be tempted to the worse off, as a child has entered an assisted school will be eligible for help at that stage.

## NEWS

### Make science more practical to attract girls, say HMIs

by Bob Doe

School science should be much more practical to make it more attractive to girls, says a report this week from HM Inspectors.

Too much theory and mathematics too early in the course can put girls off and radical changes in school science exams are needed, the inspectors say.

After visiting 21 schools more successful than most at attracting girls to continue with physics and chemistry, the inspectors say the main reason more girls do not opt for science are to do with social attitudes and employment prospects which schools can do little about.

But the way the subjects are taught and the advice pupils are given can have considerable influence on fourth and fifth form subject choices.

In their report, *Girls and Science*, the inspectors say, "Girls are particularly affected by the premature production of abstract concepts and excessively mathematical approaches based on too little practical experience, often as a consequence of undue emphasis on examination objectives."

They criticize the way present courses are drawn up with the requirement of A level study in mind. The inspectorate clearly wants extensive changes to be made in the new common 16-plus exams now being devised.

"The present courses are unnecessarily theoretical and factually overloaded, and they over-emphasize recall at the expense of understanding. This often leads to a hectic pace, rushed treatment with little time for insights and understanding, inadequate practical work and an emphasis on passive note taking and learning of which have a detrimental effect on pupils' interest, particularly that of girls."

More material of interest to girls should be included in physics syllabuses. Experiments should reflect the concerns of the young as well as the conceptual demands of the discipline, says the report.

Scientific topics need to be introduced through their practical applications and the experience of pupils rather than derived from abstract concepts. The choice of real life examples should reflect the interests and experience of girls as well as boys.

Girls often lacked confidence in the necessary practical skills or were afraid of looking foolish. They gave the wrong answer. Primary schools could help by introducing girls to simple physics and craft equipment.

### Call to strengthen central power over education service

by David Lister

A strengthening of central government powers over the education service and a firmer lead from the Department of Education and Science were suggested by Mr Jeffrey Pike, chief education officer of Manchester, last night.

Delivering the 1980 William Walker Lecture, entitled "Education: The National Question", at the British Educational Administration Society in London, Mr Pike said: "There is a wide and widening gap between the balance of power as laid down in the statutes which govern the whole still favour the local authorities and the public perception of where power really now should lie."

He said that the question of responsibility—who is responsible for what—had become confused by uncertainty. "For example, in the debate on the centrally funded local government schools, the formal responsibility for the running of the schools is in the hands of the local authorities, but the financial responsibility is in the hands of the central government."

Mr Pike said that the future organization and financing of the service, Mr Bill Patten, Secretary of State for Education, had said that "the central government should be responsible for the future of the service, but the local authorities should be responsible for the day-to-day running of the schools."



Study by experience in the lab.

Every school science department should have a "girls and science" policy operated by all staff, the HMI says. Science teachers should involve girls more in question and answer sessions and exercise time to prevent them becoming the focus of ridicule.

The report is prefaced by the warning that it implies no commitment to extra resources. But like the inspectorate's national secondary survey, it identifies shortages of laboratories and science teachers as one of the limits to growth in the numbers opting for science.

The secondary survey found 40 per cent of secondary schools did not have enough labs to support a science for all policy, and though falling rolls are likely to ease staff shortages, laboratories are not so easily redeployed where schools are closed.

Strong guidance at option time is identified as one of the most important ways to get girls to con-

tinue with science. The report says careers advice should precede the choice of subjects to ensure that all pupils are fully aware of the consequences of their decisions.

The report also suggests that science teachers and their laboratories should shed their uninteresting image, because popular teachers in the survey schools had taken part in extra-curricular activities such as music and outdoor activities.

"More care might be taken with the appearance of laboratories. A more stimulating environment is often appreciated by girls."

Science teachers should work more closely with maths and craft departments to exploit the common ground between these subjects, the report adds. Difficulties with maths had a marked influence on girls' confidence in their ability to deal with the physical sciences.

*Girls and Science*, HMI Series Matters for Discussion No 13 HMSO, £3.30.

### Princely award for four primaries

Four primary schools are among the 20 winners of this year's Prince of Wales awards given for projects designed to improve surroundings of the town and countryside of Wales.

The schools are Blaenau Gwent, West Glamorgan; Mary Immaculate, Havorth, West Dyfed; Litchard, Bridgend, Mid Glamorgan and Glyn-howy, Tredegar, Gwent.

### Rallying to Crosbie

The National Union of Teachers is holding a national rally in Nottingham on Saturday November 22, to support Mrs Diana Crosbie, the Nottinghamshire nursery teacher whose sackings for refusing to teach a nursery class she considered educationally unsound was upheld by an industrial tribunal last week.

### Gala nets £600

A gala concert at the Quakers Theatre, Belling, has raised about £150 each for four drama students to help them meet the costs of their courses. Mrs Diana Crosbie, the Nottinghamshire nursery teacher whose sackings for refusing to teach a nursery class she considered educationally unsound was upheld by an industrial tribunal last week.

### Parents defy council and send dyslexic girl for private tuition

by Sarah Bayliss

Parents of a dyslexic child in Birmingham are defying a council ban by sending her for private tuition in school hours.

Mr and Mrs David Krause have been told by Birmingham education authority that they are not allowed to remove their daughter Wendy, aged 11, from classes at Marsh Hill comprehensive, Edingdon, to attend lessons at the Dyslexia Institute in Sutton Coldfield.

But they are ignoring the order and Wendy had her first one-hour lesson on Monday morning. She was there again for an hour yesterday and will continue to go for two hours each week—at a cost of £5.75 per hour to her parents.

In July, Mr John Fox, deputy education officer, wrote to all local teachers saying that children should not attend the Dyslexia Institute during the normal school day. He pointed out that all children were required to attend school full-time and that the authority had its own facilities for children with learning difficulties.

The ban was widely publicized and a meeting was held between the institute, a charitable trust with branches throughout the country, and education officers. It was agreed that 18 children from Birmingham schools currently attending the clinic should continue to do so.

Mr Fox said this week that he had understood that the institute would admit no other children without first consulting the authority. Advisers would visit the

institute and establish whether it offered unique services and both sides would meet later this month. But in Wendy's case there had been no consultation, he said. "The first that anybody knew was when her parents told the school they would be taking her there," he added.

However, Wendy's father, Mr Krause, told *The TES* that it was Wendy's teachers at Marsh Hill who recommended the institute to him. "I'd never thought of dyslexia before," he said. "Wendy's spelling is atrocious and her reading is not much better but she is bright intelligent child."

He said his daughter had received remedial help at junior school and at Marsh Hill but had never been diagnosed as dyslexic. She would miss lessons in drama, physical education and swimming by attending the institute this term.

The Birmingham-based institute has 54 part-time pupils including some sent by other education authorities and private schools. It expects that in general schools fail to make adequate provision.

Cooperation and communication with children's schools was generally excellent, said one teacher. "It is the higher echelons in Birmingham that we seem to have trouble with," she added.

The Department of Education and Science confirmed that it did not recognize the term "dyslexic" or "word blind", but accepted that certain children have specific learning difficulties. It expects individual authorities to assess and meet the needs of these children.

### Cheshire freezes 'five year plan' but 230 jobs will be lost

by Richard Garner

A five-year plan to axe up to 1,500 teachers' jobs has been put on ice by Cheshire county councilors despite a warning by Mr John Tomlinson, director of education, that piecemeal annual cuts could cause more drastic disruption to school timetables.

Instead, the Conservative-controlled county council is to go ahead with the first year of the programme. Teachers' leaders were told on Tuesday afternoon that this would lead to the loss of 230 jobs (180 above the number calculated to take account of falling rolls) by next August.

County councillors were warned by Mr Tomlinson, who is also chairman of the Schools Council, in a report to their meeting last week that a five-year plan would avoid "a renewed public and teacher union outcry at each budget".

Mr Tomlinson said that a refusal to cover for absent colleagues in Buckinghamshire next week as a protest against cuts in staffing. Action is now being carried out against 10 authorities. In at least three areas, supply teachers are being provided so that children do not have to be sent home.

Centres to close. Eight teachers' centres are to be closed and all in-service training will be suspended at least until the end of the financial year in Cheshire, North Wales, to help save £439,000 on the education budget. The cuts, which have been pre-announced partly by the loss of rate revenue from the doomed Shotton steelworks, also include the loss of 195 full-time equivalent careers assistants, and a 10p increase in the price of a school meal to 50p. All primary schools will have their lunch hour cut by 15 minutes to save fuel and payments to midday supervision.

The education committee is expected to rubber stamp the savings next Tuesday and to consider provisional lists of cuts worth between £1m and £1,500,000 for next year. Dyfed County Council has agreed to ensure more than £200,000 worth of cuts in its capitation allowance after a plea for more cash from head teachers. The money will be divided between secondary schools, further education colleges, and special schools.

However, members were relieved the cuts were not so bad as had at



## NEWS

# Index-linked 'privileges' should be bought, says finance chief

by Sarah Bayliss

Teachers and other public employees who look forward to inflation-proofed pensions should pay for that "privilege", according to Mr Douglas Grey, chairman of finance on Dyfed county council.

Speaking at the executive meeting of the Association of County Councils in London last week, Mr Grey said that local and central governments had created a "privileged class" in society with index-linked pensions.

He suggested that in evidence to the Government's Scott inquiry into pensions, the ACC should recommend that the public sector pay a proportion of every salary increase towards the cost of indexing.

Dr P. C. Price from Cleveland feared that index-linking was outside the Scott inquiry's brief, but the value of pensions was not.

The value of public sector pensions had been understated by "academics and actuaries". If the value was assessed by insurance companies in the private market a much higher value would emerge, showing the extent of privilege and the difference between public and private sector conditions.

Sir John Grignon, chairman of the ACC's policy committee said it was ridiculous that "all our senior staff who have left over the past six years are now enjoying a higher salary than the existing incumbents of the job".

The ACC had already submitted some evidence to the inquiry but would consider offering more.

Later in the session Mr Jan Coutts, ACC's finance chairman, pressed short discussion on the new block grant, replacing the present system of rate support grant. He warned ministers that they were

being pushed down the wrong road by civil servants who wanted to give too much weighting to social factors. In assessing the needs of education for example, civil servants were using a number of social factors to weight block grant "which have no relevance to the classroom".

Colonel Denison from North Yorkshire said: "If you are an unemployed, immigrant, non-white, black then that's a factor which centres heavily in the weighting... However, an authority which had two million acres of land, the second largest mileage of roads and which provided education for a white, working population whose families had not split up, would get less grant for education."

Mr Coutts replied, saying: "The point is relevant since these social factors are counted not once or twice but three or four times, some of which have no relevance to teaching children once they've come through the classroom door." He added that there was insufficient weighting for sparsity of population.

Earlier in the day at a private session, members heard Mr John Allison, a Labour councillor from West Glamorgan, condemn leaders of the ACC for making a pact with Mr Michael Heseltine, the Environment Secretary, to get the controversial block grant through the House of Lords.

"It must be obvious to everyone that some kind of secret compromise was reached to the eternal discredit of those involved", he said later. Conservative members privately agreed with him, added Mr Allison.

Sir Gervais Walker, has consistently denied that any deal was made and told members not to believe everything they read in newspapers.

## London medical schools seem set for reprieve

by Biddy Passmore

The Westminster Hospital Medical School and King's College pre-clinical department are likely to be saved. As the TGS went to press, chances remained high that the London University Council would not reverse a Senate decision made last week.

The Senate, the university's top academic body, threw out a proposal to merge the Westminster and King's pre-clinical departments. The Westminster Council, in the University's joint planning committee had proposed. It recommended instead that any merger of London's 12 medical schools should be voluntary, not compulsory.

The Senate also agreed to postpone a decision on the future of King's pre-medical course. It has

asked the joint planning committee to re-examine "arrangements for reducing the over-provision of pre-clinical teaching capacity within the university" and to produce further proposals by mid-February.

There was still a slim chance this week, however, that the Senate could be overruled by the supreme financial body, the University Council.

The proposals to reform medical education in London were a milder version of those put forward in the Flowers Report, published in February this year. If implemented, the Flowers recommendations would have regrouped all 34 medical and dental institutions in the capital into five super-schools and the Westminster Hospital School would have been closed outright.

## Students to campaign on union funds

Students are planning their "biggest political act" to date as they prepare to campaign for change in the Government's plans to reform student union finance. Four weeks of local lobbying will lead up to a one-day strike and national demonstrations in London and Glasgow on Friday, November 28.

Mr David Abramovitch, president of the National Union of Students, told members in Brighton on Monday that the Government's proposals were "irresponsible" and "illogical" and would not protect the interests of taxpayers or students unless they were severely amended.

Under the Government's new scheme, which it plans to introduce in 1982, student unions would have to negotiate for funds with their university or college, rather than receiving fees direct from local authorities as part of the student grant.

NUS estimates that the figures being used to cost the new system are "grossly inaccurate" and could



David Abramovitch's proposals are ill-conceived.

cost student unions up to a third of their income. It would also change to be delayed until 1982-83, so that "proper guidelines" can be drawn up.

The Federation of Conservative Students, which has been a vocal proponent of the Government's proposals, published this week.

Responsibility, the association proposes that all mandatory and many discretionary grants should be replaced by a new mandatory grant set at £500 and supplemented by loans. These should be negotiated through the private banks, guaranteed by the state and returned through a graduate income tax, the students say.



Mrs Lynn Smith has just sat for her Welsh Rugby Union referees' examination and if successful, she will be officiating at school and youth level fixtures. The game she refereed recently (in picture) was the derby between Llandaff and Llandaff North under-19s. Llandaff North, where her husband Tony Smith's coach, were beaten 46-0.

## Gays picket union HQ after delay on policy statement

The Gay Group of the National Association of Teachers in Further and Higher Education will picket union headquarters in London on Saturday because members allege that publication of a key rights policy statement for the union has been delayed.

The group says that the annual conference was told three years ago that "research into discrimination was taking place, but there has been no statement. The union says it has successfully defended several homosexuals against discrimination and inserted a clause in its appointment and interviews procedures guarding against open discrimination."

## Bringing A level courses into line

Attempts to bring all A level into line with common core syllabuses in 11 different subjects have been started by the GCE boards. Committees have been set up to decide what should be in all syllabuses of the boards in chemistry, music, English, modern languages, physics, biology, economics, geography, history, maths and geography.

The idea is to define what every A level in these subjects should have in common, but not to devise a uniform syllabus or examination.

## Labour unites on cuts in schooling

An Education Week, organized by the Labour Party, starts tomorrow with a national conference at the Civic Hall, Leeds. The conference is arranged jointly with the Socialist Education Association. Other "fixes" during the week, which aims to "explain how the Tory Government is attacking the state education system and to mobilize the public against education cuts" will include meetings, organized by constituency parties in the South East and Midlands.

## ACE prospectus kit

The ACE School Prospectus Planning Kit, described on page five of the last week's issue is available from the Advisory Centre for Education, 18 Victoria Park Square, London E2 9PN, price £2 including postage.

## 'Prejudice' is reason for closure plans, say parents

A nine-year-old purpose-built comprehensive school with community facilities has been earmarked for closure in the London borough of Barnet.

Teachers, parents and residents on the housing estate which the school serves are fiercely opposed to the shutdown—not least because the decision has come "out of the blue". They claim their fate is being sealed as much by "stupid prejudice" as by falling pupil numbers in the borough—the official reason given.

Grahame Park School in Hendon was named for the first time—along with Southway Girls' School in New Barnet—as a target for closure by councillors at a special meeting of Barnet's schools sub-committee on October 16. The meeting referred to a paper on school rolls, showing that by 1990 Barnet's 24 secondary schools will have lost 15 forms of entry.

Mr Allen Heston-Page, headmaster of Grahame Park, was told by telephone the following morning that his school was set to close. Four days later, the education committee met and approved the decision while over 100 parents protested at the town hall. It is due to be ratified at a full council meeting on Tuesday before going to the Secretary of State for a final decision.

The paper on pupil numbers suggests that Grahame Park is the most under-subscribed school in the borough with 90 out of 180 places left unfilled this year. However, the school's headmaster said it was built for five forms of entry, rather than six and that the most in excess is only 900 pupils rather than the council's estimate of 1,080.

## Spending on books lags

In a year when inflation reached 21.8 per cent, national spending on books and school equipment lagged behind, rising by only 10.3 per cent, figures from the Department of Education and Science show.

The figures published by the British Educational Equipment Association, reveal that in the financial year 1979-80, £266.3m was spent on educational and PE equipment, stationery, materials, library and textbooks compared with £241.5m the previous year. About £66.5m was spent on primary and nursery school books and equipment, representing a 7.8 per cent increase on the year before. In secondary schools, £104.8m was spent—a 9.5 per cent rise. Special schools did marginally better, with £57.7m spent—an 11 per cent increase, as did FE education with £85.1m spent—a 10 per cent rise.

## NEWS

## No agreement likely on hours and conditions proposals

# New deal 'may cost £1,000m'

by Richard Garner

draft prepared by teachers' unions outlining their proposals for a new agreement on hours and conditions of service would cost £1,000m a year to implement, according to local authority assess-

ment. Local authority officials say the proposals would cost up to £600m a year, provided the teachers dropped their demand that there should be a clause on class sizes in the final contract.

If this were still to be included, local authority officials insist it was not included in the original scope of the discussions, they reckon this could escalate to more than £1,000m a year.

At present, the teachers are negotiating a 100-day working year, a week consisting of 22 working days in the classroom, a minimum of five and a half hours a week of marking and preparation and four hours on outside professional

duties. On class sizes, the teachers are suggesting a maximum of 23 children in their first year of infant education, 13 in remedial groups, 18 in practical groups and 27 in all other classes.

Discussions in the working party set up by the Council of Local Education Authorities' school teachers' committee on conditions of service resume next week with both sides likely to remain as far apart as ever.

However, a fresh attempt is being made to overcome another difficulty—the disagreement between the teachers' unions themselves over lunchtime supervision in schools. One union is suggesting teachers should take "suggested" lunch breaks.

Up until now one of the major stumbling blocks has been over the question of midday supervision with the National Association of Head Teachers threatening not to sign any agreement which did not include clauses on the midday break.

The National Union of Teachers, which has a majority on the teachers' panel, favours sticking to the present agreement.

This week, though, the Secondary Heads Association said there must be a "cast-iron agreement" to cover midday supervision.

In a memorandum, SHA added: "The heads and the local education authorities recognize that all teachers should be entitled to a proper midday break and this becomes increasingly necessary as the opportunities diminish to obtain an acceptable meal on school premises."

"Such a midday break could not very well be less than one hour. It follows that it would be necessary for some members of staff each day to be free from teaching during the last period in the morning or the first period in the afternoon so that they could be available for at least half of the pupils' midday break. If that was true, it also followed that an appropriate addition must be made to each school's staffing resources."

## School may not let caning teacher return

An independent school in Bedford may defy an industrial tribunal's order to reinstate a teacher who was asked for hitting 43 boys on the bottom with a cricket bat.

The tribunal ruled that Mr David Colson, aged 53, an English and music teacher at Rushmoor School, Bedford, should be reinstated. However, it decided he was partly to blame for his dismissal and ordered that his back pay should be cut by 20 per cent.

In a joint statement following the hearing, Mr Alan Randall, the chairman of the school council, and Mr Brian Able, the headmaster, said that the school authorities would not feel compelled by the tribunal decision to reinstate Mr Colson.

"They will not break the law but will not allow any consideration to deflect them from their purpose of doing the best interests for the welfare of their pupils," it was said.

"They do question whether an industrial tribunal by its very nature has sufficient knowledge and understanding of the special circumstances that apply to schools to decide whether or not this teacher should be re-employed." The school said.

The school's written statement before reaching a decision.

By law, an employer cannot be forced to take back an employee who is the subject of a reinstatement order. However, the employee would be entitled to go back to the job and be awarded compensation if he or she was not re-employed. The employer did not pay.

Mr Colson said after the hearing: "I have the ability to get on with my boys on the right wavelength and I hope to return to the school."

The tribunal was told of three incidents in five years involving Mr Colson. He had hit the 43 boys with the cricket bat, had earlier "struck" two boys on the bottom with a rolling pin and thrown a wooden-handled board rubber at a boy—causing him to need hospital treatment.

Mr Colson said that the cricket bat and rolling pin episodes had been "unintentional" and added that he had been "in a state of mind" at the time. "There are no teachers alive who have been hit with a piece of chalk or a rolling pin," he said.

Mr Frank Ellis, the chairman of the tribunal, said: "We have heard evidence before us to take the view that he will never take this lesson to heart."



Sculptor Bob Russell is joined by two admirers of a work commissioned by Woolmore Primary School in Poplar, East London. Mr Russell spent six months at the school as part of the Artists in School project.

## Competition for sixth formers results in misplacing

Young people risk being placed on the wrong courses at 16 because of competitiveness between sixth form and college heads, Mr Mick Farley, assistant secretary with the National Association of Teachers in Further and Higher Education, said this week.

He said a meeting organized by the Socialist Education Association, held at Lowlands sixth form college, Harrow, that the current bipartite organization of post-16 education into sixth form and FE colleges was much too crude to meet the needs of young people.

He said that one of the most distressing features was the way in which the competitive temptations between sixth form and college heads could lead to such a vigorous use of marketing skills that a young person can be placed on an inappropriate course.

## Personal column

Mary Warnock

## On higher things

Other people have commented and will, I hope, continue to comment on the recently published report from the House of Commons Select Committee on Higher Education. The full title of the report (for ease of reference as people kindly say when they think you have lost the papers, or never read them in the first place) is *The Funding and Organization of Courses in Higher Education*. It could hardly be more timely. There are two features of it that must be mentioned.

First, although the select committee shows itself extremely sympathetic both to the cries of the Plannist Report and to the justified hand-wringing everywhere to be seen over the relation between higher education and industry, it does not come out in favour of directing students into engineering, electronics or business studies. Nor, mercifully, does it advocate elaborate manpower planning exercises.

And it is extraordinarily hostile to the idea that the Department of Education should somehow coordinate all the courses that exist and provide guidelines which would magically constrain people to read the right subjects. (Admittedly, this is not because coordination would not be good, but rather because the DES has proved somewhat inept in the past, when it has tried this sort of thing.)

But, broadly, the committee is positively in favour of allowing student demand to determine what courses there should be, and of leaving universities, polytechnics and colleges to interpret this demand, and satisfy it as best they can. This is an important principle. It will not lead to tidy solutions, nor to any quick change in the direction of higher education. But it is gradual, not only for the individual freedom of the student, but for the autonomy and satisfaction of the institutions of higher education themselves.

The Committee quotes with approval the words of the United States Carnegie Policy Studies in Higher Education: "Students, particularly as they get good advice from counselling agencies... can probably make as good decisions by, and large, as can planners". But the difficulty lies in the parenthesis. Are students properly advised? The Select Committee, in my view quite rightly, is insistent that the whole basis of the careers advisory service must be reviewed and the service radically strengthened if, on the one hand, more students are to come forward for Higher Education, and, when they do, they are to make sensible decisions about what to study.

It is astonishing to me how badly informed and badly advised candidates for universities still often are

about what to read. Frequently they still say that they have had no advice at all. Now I know perfectly well that this is probably not true, or at least that they could have had some advice if they had been ready to listen. (It is rather like the situation in, say, music or art education at school. Large numbers of 16-year-olds will say they never had any, and this when they have just left schools which really tried hard to lay it on.)

But the point is that if school advice is inadequate or unacceptable, advice must come from somewhere else; and it must come from some source which is as up-to-date as it is possible to be about what subjects are interesting, what subjects are developing, what subjects are useful to the student.

At present in Oxford, among the candidates who wish to enter the university in 1981, there are more who are offering English in the entrance examination than any other subject. (There are about the same number offering History, but many of these will in fact hope to go on to read Law or Economics or Philosophy. Nearly all those who offer English will hope to read a degree in English.) Because the number of candidates for English is so great, proportionately fewer of them will actually be offered places than in other subjects. But they will all presumably go on to read English somewhere or other.

The result in this case lies, quite manifestly, with the schools. Or, at least, to be fair, the responsibility should be attributed equally to the schools and to those who devise the O and A level syllabuses. I believe that English Literature should be regarded at school, and by GCE examiners, as a highly specialist subject, and that those who do not want to be literary critics should not offer it, but should get their training another way. But however that may be (and it is doubtless another story), it is only if pupils at school are properly advised that the honourable principle of following student demand can really make sense.

There are quite different principles to be found in the report but equally important is that of pluralism in higher education. This is put forward not as a vaguely idealistic idea, but as a specific alternative to the present binary system.

The committee looks forward to a day when there is no longer a great divide between the private and the public institutions, the UGC-funded and the LEA-funded, the traditional and the practical research-orientated. It looks forward, in fact, to an end to the firm and final division between universities on the one hand and polytechnics on the other, as conceived by Crosland in the 1960s. Is it possible that we might move towards that old friend, parity of esteem? This is a large topic, and I shall come back to it. A third, and lovely, feature of the report is that it does not suggest that the DES comes in for some pretty crisp comment; and that sort of thing is always a good read. Civil servant-baiting is enjoyable sport; hours of harmless fun for all the family.

Once upon a time there was a man called Johannes Gutenberg. In 1436 he invented a wonderful thing called printing. This transformed books from rare and expensive treasures into resources that all might own.

Now the development of videocassettes is doing the same for educational films: Gateway is offering a selection of its 16mm film titles, previously beyond the budgets of individual schools, at prices schools can afford. Now any school may build up its own library of quality educational material. Send for free brochure: it lists the first 30 titles available for secondary and primary schools. Prices are £35.00 & £40.00 depending on format.

**Gateway Video**

Gateway Educational Media  
Waverley Road, Yate, Bristol BS17 5RB. Tel: 0454 310774



## NEWS

After Bristol, Southampton? Anthony Blackham reports on the danger signs in another poor inner city area

## Heads in the sand?

Six months after the Bristol St Paul's riots, nothing seems to have been done to forestall similar outbreaks elsewhere. "People may be more aware of the problems, but there is no action with any sense of urgency," a spokesman from the Commission for Racial Equality said. The particular difficulties of school-leavers from ethnic minorities are in danger of being overlooked against a background of general youth unemployment.

However, in St Mary's in Southampton community and social workers have noted parallels with St Paul's. A red-light, run-down area, it has all the hallmarks of inner-city multiple deprivation. Its population is largely Asian and West Indian. Also like St Paul's, it is an enclave of poverty in a city of comparative wealth.

The recession is hitting local industry. Youth unemployment almost doubled this year, from 775 in September, 1979, to the present level of about 1,400. Meanwhile, successful job placement following the Youth Opportunities Programme have tumbled from over 50



"Like St Paul's, St Mary's is an enclave of poverty in a city of comparative wealth"

per cent down to 30 per cent. In this context, black and coloured school-leavers find themselves at the bottom of the job market. "In areas like this, the local authorities and councillors won't face up to the realities of discrimination on their own doorsteps," Richard Braun, the local community relations officer, said. "They'll just bury their heads in the sand and say that sort of thing doesn't go on here. There is a real need for positive policies in St Mary's but the authorities to help unemployed kids in the city centre."

The measures sought by Mr Braun are positive-discrimination policies at the city council and the appointment of "outreach" careers officers.

"Kids around here miss out on the informal, word-of-mouth contacts which white kids have and they also tend to shy away from the established agencies."

The Commission for Racial Equality agrees with Mr Braun and in a recent report, *Ethnic Minority Youth Unemployment* (July 1980), it specifically recommended to the Government that "as a matter of urgency the number of outreach workers appointed within the careers service should be increased."

In Southampton, however, there is no intention to follow up such a

proposal, presumably because of the small number of immigrant families. But in St Mary's, the disadvantages of young people from ethnic minorities loom as large as anywhere in the country.

The local careers service is reluctant to accept the CRC's interpretation. Southampton Careers Office points to figures for unemployed Asian and West Indian teenagers and says that the proportions are not greatly dissimilar from white school-leavers. But non-registration challenges the reliability of official statistics.

So the true level of youth unemployment among ethnic minorities is hard to gauge, and the situation highlighted in Bristol is being repeated throughout the country, it is claimed.

## Riot inquiry: teachers 'intimidated by l.e.a'

by David Lister

A local TUC public inquiry into the riot at St Paul's, Bristol, last April opened in the city at the weekend. The inquiry was led by teachers who had been "intimidated" by the Avon authority from giving evidence.

The inquiry was organized by the Bristol Trades Union Council and chaired by Mr Ian Mikardo, Labour MP for Bethnal Green and Bow.

Avon education department and the county police authority refused to give evidence to the Bristol TUC inquiry, saying they had already given evidence to the House of Commons Home Affairs sub-committee.

In a confidential letter to all the county's head teachers, Mr Geoffrey Crump, the director of education, said there had been "uninformed and ill-judged criticisms" of the authority since April.

He went on: "In that some of these criticisms have come from inside the service, I have felt it appropriate to write to you expressing the hope that the efforts made by the authority will not be the subject again of unfounded and inappropriate criticism."

Mrs Pat Forrest, leader of the opposition Labour group on Avon education committee, told the inquiry that she was aware that a

letter had gone to head teachers, and she added that teachers appearing before the inquiry were showing "courage".

Mr Menter, giving evidence on behalf of the Avon National Union of Teachers branch and one of the authors of an Avon NUT report on the riot which was critical of some aspects of the authority's policy, said afterwards that some teachers could have been intimidated by the letter.

He also told the inquiry that Avon may not be claiming its full entitlement under Section 11 of the Education Act 1966 for ethnic minorities.

An Avon County Council spokesman said: "Mr Crump made no attempt to intimidate or suppress opinion from the teachers. He wished to point out however that while the authority had no objection at all to the expression of opinion and welcomes constructive suggestions he hoped that the efforts of the authority and the teachers would not be the subject again of unfounded and inappropriate criticism."

"On the question of Section 11, the authority is constantly reviewing its requirements and this includes regularly looking at ways of maximizing the amount of resource input it can achieve from all sources, including Section 11."

## FE ratios to worsen as recruitment is halved

by Bert Lodge

Anticipated recruitment of further education teachers over the next five years will be only half what it was five years ago, lecturers heard at a conference this week.

Meanwhile, staff-student ratios will worsen and the FE teaching force will shrink by 1,000 a year until the middle of the decade.

Mr Edward Simpson, Deputy Secretary of Teachers' Planning and Statistics DES, admitted that Government predictions of student numbers in further education had been high. The immediate contraction of the teaching body required urgent action to correct the balance and make the need for staff development more important. But he could offer no help when lecturers' training for FE teachers would be made compulsory.

The conference organized jointly

by the lecturers' union Natfhe and the Association of Principals of Colleges at Stoke Rochford conference centre, was told that about 6,000 teachers entered further education in 1975-76. But estimates of future student numbers had been high, particularly for 1979-80 when enrolment was "very substantially below what was predicted."

Signs this term, however, were of a more buoyant recruitment, though not sufficient to offset the downward fall of the previous year. Together with the increase in staff-student ratios determined by the Government, the intake of recruits would have to drop to maybe no more than 3,000 a year and by 1984 the current total of 78,000 would have to be reduced to 74,000.

But Mr Simpson could not predict when induction training, recommended by the Hovcock report in 1975 and endorsed by the Government in 1977, would be made com-

## Preparation for a life of leisure

by Biddy Passmore

Those about to start a life of leisure should be properly prepared, the Minister Dr Rhodes Boyson said last week.

He was referring not to the growing number of people joining the dole queue but to the increasing number reaching the age of retirement—1,500 a day at the moment.

"Pre-retirement education is an integral part of continuing education," he told the annual meeting of the Pre-Retirement Association in London. "Provided, however, it is not a mere preparation for some national focus for the development of PRE which can do both a service to the provision and promote widespread recognition of its importance," he said.

Many people nearing retirement were alert, lively minded, full of interest and purposeful endeavour. But the young tended to go off as spent forces those who never see 50 again.

"There's a tendency there to forget that Florence Nightingale was still a formidable force for hospital service reform in the eighties, that Sir Winston Churchill had 'his finest hour' in his nineties and that many an artist gone through an Indian Summer in his or her seventies and eighties."

(Dr Boyson is an alert and full 55.)

## Working girls know little about contraception

Interviews with 127 working girls aged between 16 and 21 showed that most had received only minimal information on birth control, sex education at school, and negligible advice on the subject from their parents.

A survey showed that more than two-thirds of the sample had the risk of pregnancy.

The authors of the report, Dr Lewis and Anne Smith, say that much more should be done to promote contraceptive advice. The report, *Attitudes towards Control: a survey among young girls*, is available from the Department of Management Science, UMIST, Sackville Street, Manchester M60 1QD.

## Two travel awards

The Stanley Hewitt Memorial Fund is offering two travel awards each of £500 to students and teachers to study education in another country. Please send SAE for application forms to A. Baird, 22 Bourne Road, Colworth, Grantham, Leicestershire. Closing date is February 28.



"Kids around here miss out on informal contact"

## COURSES

### 1981 COURSES

Early application is advised for:

#### MANAGEMENT OF FALLING ROLLS

January 2-4 James Gracie Centre, Birmingham

As Secondary Schools across the country face the impact of declining numbers this successful course is being repeated to allow Heads, Senior Staff, and LEA Advisors and Administrators to meet nationally and examine organizational, curricular and staffing implications of falling rolls.

#### TIMETABLING IN THE SECONDARY SCHOOL

April 13-18 Vanbrugh College, University of York

COURSE DIRECTOR: Mike L. Penson, Headmaster, Newbridge High School, Leicestershire

Now in its seventh year, this course will run in two forms to cater for both beginners and experienced timetablers.

#### THE COMPREHENSIVE CURRICULUM

April 13-18 Vanbrugh College, University of York

To be run in conjunction with the Timetabling Course—allowing exchange between the theory of curriculum and the practice of timetabling—this course comes at a time when re-examination of the curriculum due to pressures of falling rolls and cutbacks is crucial. Heads and Senior Staff in Schools and Advisors together with representatives from industry and commerce will examine the priorities for the Comprehensive Curriculum of the 80s. Full details and application forms (s.a.e. please) from the Bookings Secretary, Educational Courses, 15 Main Street, Grantham, Leicestershire, Grantham, Leics. Tel. 0539 71827.

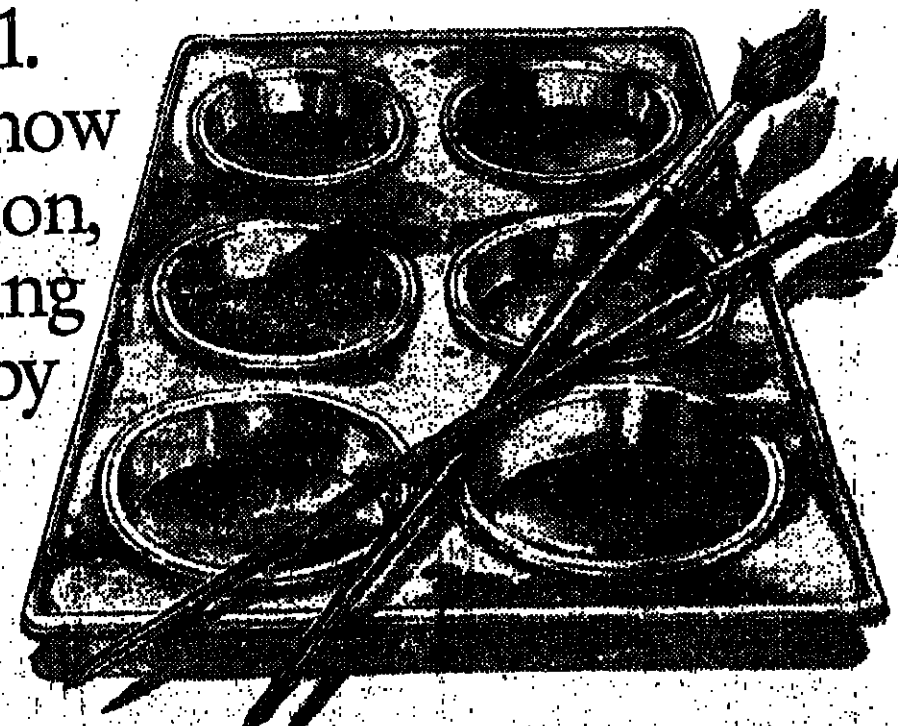
# Isn't it time you showed your class?

If you have talented young artists in your class, now's your chance to show their work at a major gallery

Organised by Cadbury, the 34th National Exhibition of Children's Art invites entries from children in four age groups ranging from under 7 to 17 years of age.

Painting and craftwork will be selected by a committee under Dr. Harold Riley for showing at galleries throughout Britain between September 1981 and spring 1982. Awards to the value of £2,500 will also be made. And the closing date for entries is April 25th, 1981.

For more information on how to show your class at the exhibition, please contact: Granby Marketing Service Ltd, Orient House, Granby Row, Manchester M1 7AU.



**Cadbury's**  
National Exhibition of Children's Art 1981







## OVERSEAS NEWS

Australia

## Private fees paid by one in five

by Bill Purvis

A record number of Australia's three million pupils now attend private fee-paying schools in preference to government schools.

Figures released by the Australian Bureau of Statistics show that the number of children attending private schools rose by 12,000 last year to just over 630,000. In the same period the number attending government schools fell by 18,000— or about 1 per cent.

This means that 21 per cent of all pupils now attend private schools—a figure which is being quoted as evidence that Australian parents believe their children will get a better education in 'private' schools.

However, a spokesman for the Education Department said this was pure surmise. Without research into the reasons for the changes it was premature to ascribe them to any one factor, he said.

The changes could reflect shifts in the pattern of population. The disproportionate increase in Roman Catholic school enrolments could reflect either a growth in the proportion of Roman Catholic families in Australia, or an increase in the number of children with Roman Catholic parents.

West Germany

## Survey points to slow crumbling of social barriers over 20 years

by Wellington Long

BONN Social barriers in West German universities and at work have been broken down considerably during the last 20 years, according to a recent study commissioned by the Ministry for Education and Science.

A study of about 33,000 men and women between the ages of 19 and 30 revealed that:

● the number of students from working class homes has risen from four per cent in 1961 to 14 per cent in 1979

● more than 30 per cent of young Germans reached social and professional positions better than those of their fathers, both objectively and subjectively, almost immediately after starting to work

● whereas more than 60 per cent of working class children born before 1943 grew up to become workers themselves, the figure for those born between 1949 and 1954 is 46 per cent, declining to 42 per cent for those born between 1955 and 1960.

"The so-called self-recruitment of workers is losing all meaning for the young generation," the Ministry commented.

Minister Juergen Schmude

ordered the DM1m (£215,000) study to determine the changing relationship between education and employment.

The study disclosed that although only about 5 per cent of West Germans between 19 and 30 were studying or taking advanced training in 1960, about 22 per cent of that group were doing so in 1979.

The number of pupils qualifying for university rose by 31 per cent during the past six years. But the numbers of working class children qualifying rose by 50 per cent.

Women generally and their studies and begin working earlier than men, the study showed, partly because the careers women choose require less training and partly because many of the men must interrupt their studies or training to perform their national military service.

Despite much talk of an "academic proletariat" and jobless university graduates, a Federal Labour Office analysis incorporated into the study estimated that the number of unemployed who have neither studied nor acquired a skill is double that of those with professional qualifications.

The main groups of university graduates experiencing difficulty in finding work seem to be teachers,

psychologists and social workers.

About 55 per cent of all university graduates work for the federal, state or communal governments, three-quarters of them in education, the remainder in administration.

Private business absorbs about 40 per cent of graduates, and one-fifth of them move into jobs previously held by a person without university training, a reflection of the degree to which modernization causes required qualifications to be upgraded.

But Ms Winfried Schlafke, education expert of the Institute of the German Economy, complains that the universities fail to prepare graduates for the realities of working life.

A survey of 400 business firms showed the most common complaint about newly-hired graduates was their unrealistic expectations of income and possibilities of advancement and difficulty in adapting to the realities of the working place "such as punctuality".

Engineers come out the universities best equipped to go to work, according to the institute, with economists, lawyers, and those schooled in the natural and social sciences being ranked in descending order.

New Zealand

## Exchange and suffer

by Lindsay Hayes

WELLINGTON Primary school teachers on exchange in Britain are "financially embarrassed" because their New Zealand salaries fail to meet their needs.

The New Zealand Educational Institute believes the scheme could be in jeopardy unless there are more New Zealand teachers with private means who can afford to participate in the scheme.

The teachers' plight, brought about by the higher cost of living coupled with the deteriorating exchange rate for the New Zealand dollar, led to requests for an overseas allowance to help the exchange teachers make ends meet but the proposal was rejected by Cabinet.

There are 20 teachers each from New Zealand and Britain on the present one-year exchange.

Canada

## IB gets a foothold

The International Baccalaureate has been implemented for the first time in a Canadian state school. The Sir Winston Churchill High School in Calgary began its IB studies the September with 30 students enrolling for the two-year programme.

## OVERSEAS NEWS

United States

## Report warns of growth in science 'illiteracy'

by Clive Cookson

WASHINGTON An overwhelming proportion of the American population is drifting "toward virtual scientific and technological illiteracy", warns a government report on the state of science education in the United States.

The study was conducted jointly by the Education Department (ED) and the National Science Foundation (NSF) on orders from President Carter (TSS, April 4). It has two separate sections, one dealing with basic science education for the general population, and the other with the specialist education of professional scientists and engineers.

The first part, which focuses on the decline of science in American secondary schools, makes the more depressing reading. It is made particularly gloomy by the way it echoes last month's report by the Commission of the Humanities, which faulted the teaching of subjects such as languages, literature and history was also deteriorating (TSS, October 17). The decline seems to cover the whole spectrum of this school curriculum.

The second part, on specialist science and engineering education, is more optimistic. Standards in university science and engineering departments remain high, the report says, despite a shortage of up-to-date laboratory equipment and in some fields, of academic staff. (Potential university teachers are being lured by higher salaries and more modern facilities in industry.)

At present the United States does not have enough engineers and computer scientists to satisfy the rapidly growing demand for their services, but projections by the NSF and ED indicate that this manpower shortage will be over by 1990.

The educational gap between science specialists and the large majority who leave school or college "with only the most rudimentary notions of science, mathematics,

and technology portends trouble in the decades ahead", the report warns, because it "means that important national decisions involving science and technology will be made increasingly on the basis of ignorance and misunderstanding".

The study contrasts the declining emphasis on science and mathematics in schools with the "vigorous training" in these fields provided by Japan, West Germany and the Soviet Union for all their citizens.

In Japan, national guidelines call for 25 per cent of classroom time in lower secondary schools to be devoted to mathematics and science, and nearly all college-bound students take three scientific and four mathematical subjects at high school.

"The overall picture in Germany is one of a very high level of science and mathematics literacy among college graduates as well as a strong science/mathematics understanding among the general population." All Soviet children have to complete five years of physics, four of chemistry and up to four of biology; calculus taken by half a million Americans in the last year of high school or in college, is part of the school curriculum for five million Russians.

Only one third of the United States' school districts require their graduates to take more than one year of science, and mathematics, the report says. Like the Commission on the Humanities, it claims that the current emphasis on basic skills has made matters worse.

Science is not generally viewed as "basic", so its role is diminished in such programmes, while the 'basic' skill involved in mathematics is only simple computation. Problems arise when the acquisition of 'basic skills' becomes the curriculum rather than a foundation upon which students can build their ability to deal with more complex situations and problems.

France

## President told all pupils should learn data processing as routine subject

by Jane Jessel

PARIS Data processing ought to be taught as a subject like any other, and all French children should learn it, according to a report submitted to the President of France, M. Valéry Giscard d'Estaing last week.

Professor Jean-Claude Simon, author of the report *The Education and Computerization of Society*, found his conclusion on "the indispensable socio-economic fact" that society has entered an era of computerization in which machines are not only complementing man's work, but also replacing him in a number of jobs. It is therefore most important, he says, that all should learn to use this new tool.

But he maintains that it is not

enough to learn just how to push buttons on a computer. Pupils should understand the new way of thinking which computerization has introduced to everyday life. "Data processing", says the report, "is quite distinct from computer techniques".

It is a new way of thinking which covers all domains of knowledge, scientific and literary, too important to be left in the hands of a few specialists.

School is the obvious starting place, says the report, and it recommends a much wider role for data processing in education. Professor Simon rejects its introduction to the nursery schools, but hopes to see it in primary schools.

He envisages a place for it as a subject in the baccalaureat and the creation of an examination for

teachers entering secondary and lycée teaching. The subject should be reflected in all sectors of educational life, including the universities and grande écoles, some of which could specialize in it.

Since this will obviously take time to set up, the report proposes as an intermediate step the gradual introduction of courses open to all pupils in the collèges (the first stage of secondary education) and the lycées.

The report is in line with current French technological education, which includes a programme to introduce 10,000 microcomputers in lycées by 1986 (TSS, May 9). However, this programme is seen more as a means of transmitting information in all subjects, than a new subject in itself.

Soviet Union

## Western IQ tests can be useful

by Kenneth Shaw

The methods and theories of French educational experts who specialise in IQ and other tests could be of value to Soviet educators, according to a report from the Moscow State University.

Admitting that tests of some sort are necessary to monitor the cognitive activities of children as they grow up, Ms E. K. Aronova stresses that such control can be improved by studying the conditions in which tests are carried out in the teacher-pupil interaction system.

The Soviet report, which traces the history and development of the testing of French since the beginning of this century, claims that the influence of Marxist ideas in education and psychology is now strong throughout the world.

The implication of the research programmes now current in Moscow State and other centres in the USSR, however, is that even the Soviet scholars have something to learn from Western methods and ideas in this field, even if it is only to get to know what not to do.

## PENSIONS

When you find that your staff are not adequately covered



## BE WISE AND CONTACT US

## SOCIAL WORKERS PENSION FUND—

- ★ We produce schemes tailor-made to meet individual needs.
- ★ Because we are an independent fund we pay no commissions — so management expenses are kept to a minimum.
- ★ All the profits from our wisely invested funds are distributed to members.
- ★ There are generous transfer terms in line with Public Sector schemes.
- ★ Your own costs are held down because admission only involves the completion of a simple form. There is no drawing up of deeds, appointment of trustees or opening separate bank accounts.
- ★ We are a democratic organisation — members elect management and are kept fully informed.

IT SOMETIMES PAYS TO CHANGE IN MIDSTREAM — IT DEPENDS UPON THE HORSE!

**Social Workers Pension Fund**

Consult us now to see if you can make a better investment

Name

Address

TES11

93-95 Borough High Street London SE1 1NL Tel 01-403 0801



## N. S. T. LIMITED

SCHOOL, YOUTH AND ADULT GROUP SPECIALISTS

DID YOU KNOW THAT N.S.T. ARE AGAIN OFFERING

## GUARANTEED FIXED PRICES

ON ALL OUR 'SCHOOLCOACH' HOLIDAYS IN

GREAT BRITAIN AND EUROPE

ALL OUR 'SCHOOLCOACH' TOURS INCLUDE A FULL EXCURSION PROGRAMME IN THE TOUR COST

Write in today for copies of our full-colour brochures giving details of some of the many Superb Holidays and Educational Tours N.S.T. can arrange for your 1981 School Journey.

Our extensive programme includes:

- 'SCHOOLCOACH' TOURS TO GREAT BRITAIN AND EUROPE
- FRENCH LANGUAGE COURSES IN PARIS AND NORMANDY (OCTOBER, 1980-MARCH, 1981)
- SPORTS TOURS TO EUROPEAN DESTINATIONS
- OUTDOOR PURSUITS CENTRES
- BUDGET HOLIDAYS TO THE U.S.A.
- RAIL HOLIDAY TO MANY EUROPEAN CENTRES

QUOTATIONS ON REQUEST

SPECIALIST TOURS PLANNED IN ACCORDANCE WITH LEADERS' REQUIREMENTS

EXCHANGE VISITS TO TOWN VISITS LET US MAKE YOUR TRAVEL ARRANGEMENTS

AIR HOLIDAYS TO MANY EUROPEAN CENTRES OUR SPECIALIST STAFF OFFER YOU PROMPT, COURTEOUS AND EFFICIENT ATTENTION

BOOK EARLY AND ENSURE THE BEST SELECTION OF HOLIDAYS

Write in, or telephone, for full details to: N.S.T. Freeport, 18-17, All Hallows Road, Blenheim, Blackpool FY2 6AS (Tel: 0253 62626).

Important: please note that N.S.T. Limited have no connection with any other company of a similar name.

## DICKSONS TOURS (UK LTD)

For all your school requirements. Special tours for schools following the British curriculum. Coach transfers to Continental and U.K. destinations. Quotations, advice and school visits without obligation.

DICKSONS HOUSE 12-13 STATION ROAD STONE MAUNDELL, DUCKS TEL: 029661-3831/3

Make sure you check the travel advertisements in the TES before you book a school trip

## Fiji's temporary apartheid

Bill Purvis on a deeply divided school system, in a country where both sides are hungry for education and a unique university caters for the lucky few

SUVA The visitor to Fiji needs to spend only a few hours in the country to realize the population consists of two quite distinct racial groups, Fijians and Indians, joined by a common language, English. About half of the 600,000-strong population is Indian and 45 per cent is Fijian. The remaining five per cent is a mixture of Chinese, Europeans and Australians.

The nation's education system clearly reflects the great divide. There are separate Indian and Fijian schools with just a few multi-racial ones, mostly in the capital, Suva.

Government policy is that, eventually, all institutions will be open to all races—but the key word is eventually.

A senior official in the education department told me: "We feel multi-racialism will be a very long-term affair. If a programme of forced integration were introduced it would be greatly resisted. It has got to evolve. The programme has made some headway since independence in 1970, but the government must continue to make sure that no community feels that it is being neglected."

Such separation is reflected in the country's voting system and in the allocation of parliamentary seats according to racial origin.

One reason for such policies is that the two main groups have little in common. Apart from the obvious differences in language, religion, culture and dress, the groups tend to live in different areas with most Indians living in the three main towns, while many villages and island communities are 100 per cent Fijian. Even in sport there are clear differences. Fijians are almost fanatical about rugby, but Indians prefer hockey and soccer.

However both groups are hungry for education. Although education in Fiji is not compulsory, 99 per

cent of children attend school until they are 11 and the figure for 13-year-olds is 97 per cent.

In 1979, nearly 30 per cent of the total population, and national expenditure on education was about £20m, about 21 per cent of all government expenditure and the largest single item in the national budget.

Even with this massive commitment the Government has extended its role in education until it can now provide free education for all pupils up to the age of 13.

Education for pupils over the age of 13 depends on the parents' ability to pay, or the availability of aid provided by church schools or of scholarships.

But even with good schooling the prospects for leavers are not bright. Unemployment is high and would be even higher if so many of the young people, under-employed on small farms or in small businesses, were registered as out-of-work.

As in so many developing countries the brightest prospects are careers in the government service. However, there are limits and there is also the realization that a small country can absorb only so many bureaucrats.

This was spelt out recently by the Minister of Education, Mr Samad Sikipou, at a graduation ceremony at one of Fiji's 28 technical vocational schools. Mr Sikipou warned against the risks of producing a "nation of pen-pushers".



Mr Samad Sikipou, Education Minister, warning against "a nation of pen-pushers".

work with their hands. To ease the situation, the Education Department plans more technical and agricultural colleges to provide the necessary courses for entry to the workforce.

At the apex of the educational pyramid in Fiji is the University of the South Pacific, in Suva. This unique institution, established in 1968, has an enrolment of about 1,500 full-time students. It is a regional university, funded and administered by countries in the South Pacific. Fiji is the biggest and most important of the four member states.

From Fiji but the rest come from many different scattered South Pacific island states—including 9 students from the islands of Niue, Nue, Tokelau and Tuvalu.

Together these four island states with a total population of 22,000 contribute 21 per cent of the regional financial contribution to the university.

The school of education is the most important of the four university schools in terms of student numbers.

Of the university's full-time students this year, almost half were engaged in some education course. The vice-chancellor, Professor James J. Mavri, a graduate of the Trinidad University.

This year the university has taken responsibility for the Fiji school of medicine, founded in 1985 and will award medical degrees to future graduates.

It is the first professional school of the University of the South Pacific. When the university was founded it was decided not to establish such schools as law or architecture because the demand for graduates was likely to be restricted. After 12 years there is apparently no greater demand.

What has developed since 1968 is a programme of university extension centres throughout the South Pacific. These institutions provide a variety of courses and degrees for local students in 11 countries.

The programme began with one centre in Tonga in 1970; seven have now been established with another two in the planning stages.

Education is again Professor Mavri's word. In the development of the extension centres, the University of the South Pacific is most clearly presented as a regional university.

And the importance of the school of education is a regional one. The governments of the region saw the need for a school of education to provide high-quality teachers.



## LETTERS

## Side issue of fifth-form 'truancy'

Sir—Your editorial comment on the "truancy" which may be generated by allowing fifth form examinations to have time off school (October 24) could prove a dangerous red herring, drawing attention away from the real problem.

The custom of letting GCE and CSE candidates stay at home brings mainly from the lack of accommodation per se, however good or meaningful it is. They attend school because they have to, and if they can dodge they do.

are in progress and by the time CSE has finished it is the summer leaving date. After that the fifth are free to leave in any case. The truth is that only the carrot of those examinations prevents fifth form truancy from being far greater than it is. It is surely naive to think that youngsters with no examination in view can see any virtue in education per se, however good or meaningful it is. They attend school because they have to, and if they can dodge they do.

## Why graded tests mean finer work at every level

Sir—Much as I sympathize with Mr Fellows' comments (Letters, October 17) about the lack of success in much modern language teaching in Britain, I must take issue over some of his statements and comparisons.

If, like myself, I have taught in a German *Gymnasium* then he should know better than to make comparisons between able German pupils and less able English pupils. CSE exams in this country are intended for pupils below the top 25 to 30 per cent of the school population. Such pupils do not attend *Gymnasien* beyond the *Orientierungstufe*. He should also know that German pupils' relative success in *Gymnasien* is due (a) to the fact that English is a main subject, consistent failure in which means demotion to a less academic school and (b) to the power of the mark book in Germany in maintaining class discipline and work rate. It is not due to the teaching, which, despite his comments, is not always carried out in the target language and is not always of a high pedagogic standard.

If Mr Fellows has ever taught in a comprehensive like ours, where language teachers are fluent, use the language and are above to use graded tests, he might be more measured in his blanket criticisms.

We support and operate graded tests for these reasons:

First, they are an encouragement to achievement justly rewarded at

intermediate stages in the learning process. Secondly, for lower ability pupils who give up foreign languages before the fourth year they provide a tangible recognition of achievement in minimum language skills in a restricted set of contexts.

We do not view these tests as replacing O level and CSE examinations, nor do we see them as more than a trifle for able pupils whose reward is likely to be attained at a higher level. Mr Fellows does seem to be ignorant of present CSE grade five levels—such a grade is indeed low and no one pretends that it represents a very high achievement.

Certainly graded tests at level four would not be an indication of fluency, but it is certainly no lowering of standards over conventional low grade CSE passes. Pupils whose ceiling is CSE grade five would not in any case represent the average pupil, in fact only about 10 per cent of those entered for CSE do that badly; in other terms pupils whose terminal achievements are that low represent about 5 per cent to 7 per cent of the total number of candidates entering foreign language exams as O CSE or 16 plus.

M. J. SLATER  
Head of Modern Languages,  
Vale of Ancholme School,  
Brigg,  
South Humberside.

## Explosive TV material

Sir—I am a chemistry teacher currently on half-term holiday. While watching *Crash* television at lunchtime (Dorchester, 1.30 pm), I was surprised and disturbed to hear details of the ingredients of gunpowder together with instructions for its manufacture.

Transmission of this kind of information is questionable, at the best of times, but during the half-term holiday immediately preceding Guy Fawkes night it is dangerously irresponsible. Children are frequently inquisitive about explosive mixtures at this time of year, and it would be naive to suppose that at least a few of the many who must have been watching would not have been tempted to put the ideas into practice, perhaps with disastrous consequences.

MICHAEL J. FIELDS,  
147 Drodle Avenue,  
Mossley Hill,  
Liverpool.

## Strategies for poor maths

Sir—Mr Bentall's letter, "Why more should be done for remedial maths" (October 17), is timely. The Schools Council's Low Attainers in Mathematics Project has almost completed its work and the two reports from it are being written. The first records the variety of current provision observed in the large number of schools visited. The second report is the result of a detailed survey of the literature and presents in an accessible way research findings that are particularly relevant to the teaching of low attainers in mathematics.

Plans are already in hand for further work which, it is hoped, will bring together groups of teachers to develop better strategies and courses for these pupils.

JOHN HERSEE,  
Chairman of the Schools Councils Mathematics Committee.

## Learning together—from cradle to secondary school

Sir—I was very interested in the report on nursery centres. Although it was largely well informed and gave a balanced view of the problems and attempts to solve them in such establishments, it failed to mention other centres where there is no question of feeling "beleaguered" or threatened—mainly because of the constant and continuing support of the local community.

My own L.A.S. Rochdale, in a case in point. In January 1977, it opened a joint social services and education nursery unit and took the unusual step of attaching it to a large primary school, of which it was the newly appointed head teacher. A second unit followed in September 1978 and it is also intended that this unit will eventually be attached to a primary school.

Both units share their total accommodation and the respective social services and education staffs are fully integrated into one team and the children are in no way segregated.

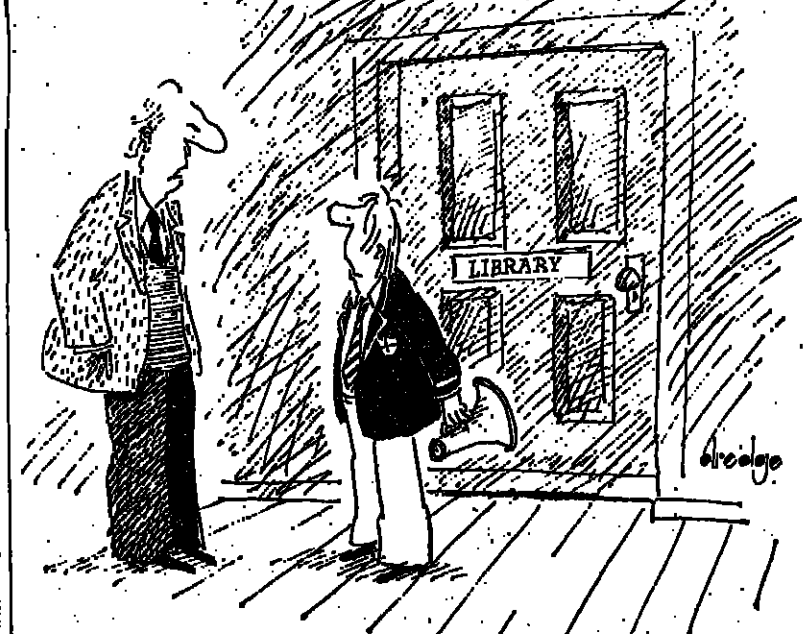
We feel that this type of unit is a viable and highly effective way of providing nursery education for families and children in greatest need. The obvious advantages of being part of a much larger educational environment are very attractive, from both the financial point of view and perhaps more important, the professional.

Staff can and do take to the schools in-service training programmes and the necessary support system is encouraged to become far greater contributors than they would normally be in a more isolated situation.

This is not cynicism. Before the successive raisings of the school leaving age, who but prospective examinees remained in school? How many of the former secondary modern schools which did not offer examinations had a fifth form? If truancy is ever to be brought in check we shall have to do more than just improve the relevance and attractiveness of the fare we offer, important though that may be. We need to make truancy unattractive. Maybe this calls for a mixture of

effective deterrents aimed at both parents and children, coupled with some positive incentives (such as having to put in a specified number of attendances before qualifying for leaving school). However I am quite sure that fifth formers on average leave can have no significant effect when compared to other factors.

W. G. BAINES,  
Whitgift Road,  
Willows,  
Grimsby.



"I understand you've been talking in the library, Hoskins."

## Publishers' sales

Sir—Mr. Heron's article "Unhappy Playing Safe" (The TE, October 9) makes interesting reading. I must however, correct two errors in her reference to E. J. Arnold's publishing division. Sales last year were certainly down against a very ambitious budget but to say that the previous year was even worse is totally wrong. Not only did our 1978 sales comfortably exceed budget but, in fact, that year was a record for the Division, both in terms of sales and profit.

Last year's sales were disappointing especially after the euphoria of 1978; in part last year's targets arose out of that euphoria, but none at that time could have envisaged the effects of the drastic reductions in schoolbook expenditure last year.

Ms. Heron also refers to 190 redundancies at E. J. Arnold. Thankfully (if that word can ever be

applied to redundancies), the publishing division was almost untouched. The company, as a whole, by reducing in size and reorganizing its structure, is adapting to the new economic situation. If, as the article suggests, there are to be any casualties among educational publishers and suppliers, E. J. Arnold does not intend to be one of them.

M. E. WAYTE,  
Publishing Director,  
E. J. Arnold,  
Butterley Street,  
Leeds.

## No U-turns on designation

Sir—I am grateful to you for reporting my comment on social priority schools (October 10) but sorry that you should have repeated an old chestnut out of which the NUT have been trying to get the utmost possible mileage for many years, i.e. that the Gwynedd County Council initially proposed that all the schools in the county should be designated and then reduced the list to none after realising it would

have to foot the bill. In fact, neither the county council, the education committee, nor any sub-committee or panel of that committee have ever been under a misapprehension as to who was footing the bill. They have unanimously opposed designation from the very beginning.

IOAN BOWEN REES,  
Chief Executive,  
Gwynedd County Council.

## Flaw in the mechanics

Sir—Mr George Walker's excellent and timely article on bringing P.N.I. into the schools (October 24) contains one comment which I would like to query.

He suggests that education is personal development is something different from education directed, providing society with the engineers it needs. I cannot follow this dictum. I suggest that we have in our schools hosts of young people with a natural flair for engineering. Who is lacking is the proper encouragement for this personal potentiality.

At the nursery stage, children are very properly, surrounded by planks, nuts, bolts, cogs, spanners and the like. But this sort of stimulus is not appropriately carried forward in the primary stage. The engineering strand of education just dries up. At the secondary stage, where a belatedly re-emerges, many potential engineers are frustrated by a unimaginative routines of metal and technical drawing when they are longing to get their hands on machines—such as the domestic motor cars that litter suburbia.

Some secondary schools do an engineering skills a significant place and kudos—but nothing like enough to satisfy the potential. So long as we accord academic learning the status of the crown prince, and all the glory, we shall continue to be less effective than we should, or could, be at technological society. All we have to do to catch up is to stimulate engineering potential instead of thwarting it. May I add that, as a psychologist I have encountered a number of brilliant young engineers who found their schooling boring and whose schools, for their part, had no use for them.

May I further add that, by the criteria of modern brain physiology, the mind of a good engineer is first-class mind. It is the values of the secondary system, in general, that are so desperately out of touch with the needs of the young.

JAMES HEMMING,  
31 Broom Water,  
Teddington,  
Middlesex.

## A domestic matter

Sir—I write to take issue with your "Comment" article (October 11) under the heading "If you can beat them". Referring to the decision of the European Commission on the six-year-old in Scottish schools, I am a "little Englishman" who you put it. I voted in favour of joining the EEC at the referendum, and would do so again; but I do not feel that this is incompatible with a wish for this country to be able to make its own decisions on matters of purely domestic concern, which category surely includes methods of discipline in some non-union schools. If a multinational committee sitting in Strasbourg is to be allowed to tell us that we may not spank our naughty children, then I do have grave doubts about the wisdom of our making this sacrifice of our sovereignty.

I am surprised that you support this decision, "even if (as you say) British public and professional opinion still staunchly defend the use of the cane". I do not wish to revive the argument over the pros and cons of corporal punishment, which have columns and have been rehearsed in recent years; but I do think it is a sad fact that the large majority of both parents and members of the teaching profession—and even on the price of a poll reported in the *Evening Standard*—still believe in the use of corporal punishment. I do not think one needs an elaborate argument to believe that a majority of domestic opinion should prevail on this matter.

C. E. HALL,  
Headteacher,  
St. Andrew's House,  
Creddon, Dorset.

## LETTERS

## World studies in action

Sir—Rick Rogers ("The Global School", September 26) captures accurately the energy and commitment which world studies often generates in teachers. He is right, too, to draw attention to the "long path" that has to be beaten before world studies can make an effective national impact.

It needs, however, to be added that, while there are a number of CSE and O level courses running in different parts of the country, the advocates and teachers of world studies often do not consider it as another subject to be squeezed onto the curriculum: except in new schools, such as Groby, there is in any case very little chance of this. In many school world studies is seen as a perspective, a global dimension, which can be applied to every subject—if most easily in the humanities—and which can be conveyed in a variety of ways: world days and weeks, international correspondence links, and conferences, such as those undertaken at Groby, which frequently provide pupils with an opportunity to work on global problems at the local level, thus helping to foster skills of democratic participation and to forestall feelings of helplessness and demoralization.

A further point that needs to be added to the article is the extent of world studies activity in Britain. The World Studies Project, in association with the World Studies Teacher Education Network, is in the midst of a new hunt for secondary school teachers and lecturers; the project has, together with the staff of other national agencies, been involved in running some 250 conferences, courses and workshops during the past seven years and has published a number of books for teachers and pupils.

The Council for Education in World Citizenship is also very active, as is the Centre for World Development Education. Despite the cutbacks in government funding there are new initiatives. The World Studies Project plans to concentrate over the next two years on younger pupils, and will be collaborating with teachers to develop and disseminate teaching methods for the age range eight to 13. We would very much welcome contact from interested teachers, particularly in junior schools.

SIMON FISHER,  
Director, World Studies Project,  
Palace Chambers,  
Bridge Street,  
London.

## Environmental threat?

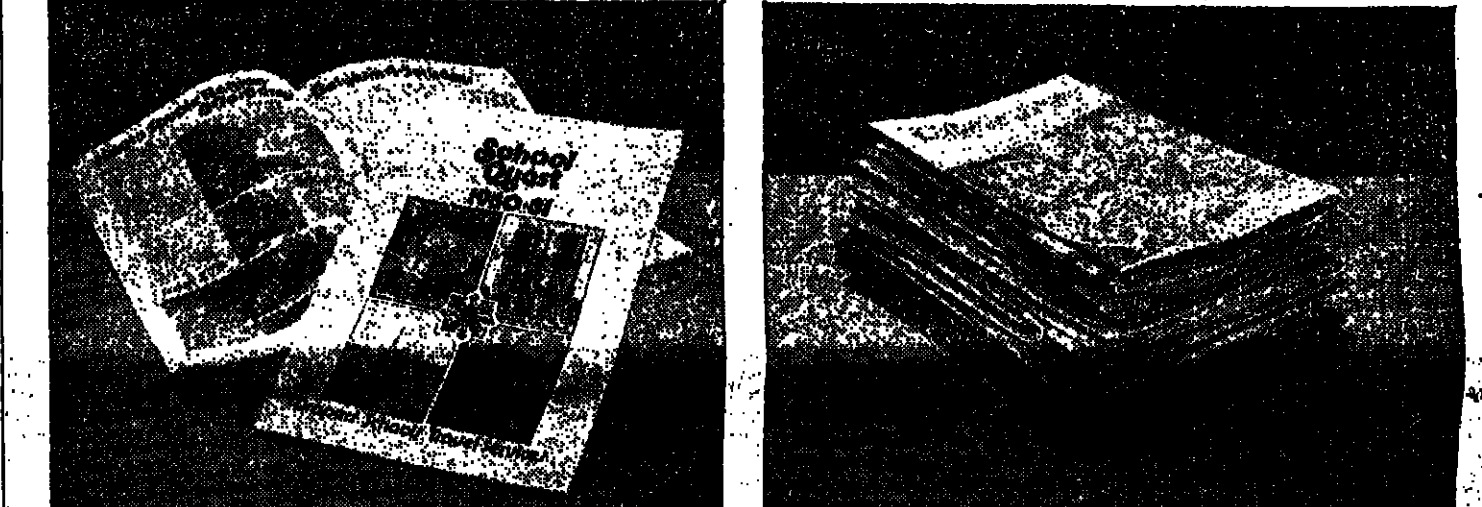
Sir—My association (the National Association for Environmental Education) is becoming increasingly concerned that many of the opportunities being made in education are being excessively heavily on our shoulders. We learn daily of the pressure of study centres and of the failure to replace education in museums, libraries, houses and the like. Parts of school estates are being sold to property developers with a resultant loss of natural habitat available for nature study.

Provision is being made for the field excursions, and some examples of our concern are being taken. As a preparation for compiling a book of living case histories I am asking that day of your readers who have been disappointed to lose a school estate, to use a new, national term, to believe that a majority of domestic opinion should prevail on this matter.

C. E. HALL,  
Headteacher,  
St. Andrew's House,  
Creddon, Dorset.

you could  
**SAVE**  
your pupils  
a staggering  
**£2,300\***

By booking from this rather than one of these.



Yes £2,300 is the staggering difference between the cost of taking a party of 40 children to Austria with School Quest and taking the same 40 children with one of our competitors.

We are cheaper than almost every other tour operator in Britain to almost every country we travel to.

Check out the School Quest brochures now, you will find some fantastic savings on party holidays and some super free educational tours for teachers. Just look at these amazing savings all based on a party of 40 children.

Holland	SAVE up to £1,880	France	SAVE up to £1,580
Germany	SAVE up to £1,900	Belgium	SAVE up to £1,380
Austria	SAVE up to £2,300	Majorca	SAVE up to £1,280
Italy	SAVE up to £480		

School Quest have not sacrificed quality for price, what we are cutting are the profits not the quality.

Before you book with anyone else ring School Quest first and see what we can offer.

\*This figure is calculated on the cost of taking a party of 40 children to Austria for 7 days with School Quest and the cost of taking 40 children to Austria with our most expensive competitor.

Post the coupon today to:  
School Quest  
1173 Gardenia Avenue  
Luton  
Beds  
Telephone:  
Luton 597391

PLEASE SEND A COPY OF "SCHOOL QUEST 80/81"

NAME \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
TEL. \_\_\_\_\_

**THE MOST IMPORTANT EDUCATIONAL ISSUE OF THE DAY**

More news, more features, more jobs every Friday 35p



## features

Yesterday saw the publication of a major study of teaching methods in primary schools. Here Virginia Makins summarises the findings of the research team, Brian Thompson provides a teacher's reaction, and John Gray examines the research methods used

# One thousand hours

Virginia Makins

Different styles of primary teaching make a lot of difference to children's progress. That is the main conclusion of a major study of what goes on in primary classrooms and how children behave and progress when working with different kinds of teachers. But it is impossible to label the "successful" teachers as "formal" or "informal", using either popular or previous academic definitions of the words.

The ORACLE (Observation Research and Classroom Learning Evaluation) project was funded by the Social Science Research Council to study primary classes, and what happens when children transfer to secondary schools. The study was directed by Brian Simon and Maurice Galton of Leicester University. The main body of the study is more than 1,000 hours of observation in classrooms in 150 local authorities.

Fifty-eight teachers, teaching 1,404 children in 39 schools took part. The children's ages ranged from eight to 10. Each teacher was systematically observed for six hours each term—18 hours a year—and the main focus for the observation was the number and kinds of interactions they had with children.

## Six types of teacher



Group instructors

Spent about a fifth of their time working with groups of pupils—three times more than any other style. When doing it they concentrate more on giving pupils that information and routine information than on more interesting discussion of ideas. But they give pupils plenty of verbal feedback and ask a fair number of open questions. Children mostly work on their own, and very few demand attention from the teacher. Most group instruction took place in the 10s. Their pupils made good progress on language tests, but did less well on maths and reading. They were good at listening and at organising information from tapes and blackboards, but did not shine at mapping, block graphs or original drawings.

Class inquirers

Highly organized teachers who use class teaching for 31 per cent of the time. They are clear and lucid when explaining the work, saving a lot of time for questions and this style's speciality—statements of ideas. Children then work individually with the teacher helping, and questioning them one-to-one. Half the class inquirers were over 40, and two-thirds were men. The majority of children in their classes are "solitary workers", avoiding much personal contact with the teacher or other children. Their pupils made most progress of any style on maths and language tests, but significantly less progress on reading than some others. They were good at posing questions, less good at mapping and block graphs, and low on originality.

Infrequent changers

Plowden super-teachers who, by efficient organization and hard work, interact with children for 90 per cent of the time and achieve a high level of individualization. They make "background" and carefully planned switches in classroom organization—between class and individual work—depending on the needs of a particular class. They ask children more questions than any other style, and more interesting questions. They encourage children to sort out their own tasks, and encourage children to ask for attention. Their pupils made most progress on maths and language tests, but were poor at posing questions, less good at mapping, but did well on other tasks.

Individual monitors

Work mainly one-to-one with children, using lower levels of group and class teaching than the other styles. They spend a lot of time, briefly, telling children what to do, rather than discussing ideas. They do a lot of the work. In fact they talk less than any other style, and spend the least time directly on the basics. Half the children in their classes are "intermittent workers" who mix work with social chat. Individual monitors were mostly young teachers. Their pupils made good progress on reading, but came out worst in progress on maths and language tests. They did well on block graphs, and produced the most original drawings of all, but were bad at mapping and sequencing a story told in sounds.

Habitual changers

Switch about unpredictably from class teaching to individual work as a response to the behaviour of the class. They use the fewest open questions and statements of ideas of any style, and are the most likely to go in for small talk with children. They believe in topic work, and spend the least time directly on the basics. Habitual changers are mostly in their 20s, and women. Their pupils made among the least progress at reading and maths, and although not among the worst at language skills, they still progressed significantly worse than the most successful style. The ORACLE comments that this is "the one style that overall has little to commend it".

Rotating changers

Organise their classrooms so that different groups of pupils work on different curriculum areas at the same time. When the teacher gives the signal, they all change over—with groups either physically swapping places, or swapping curriculum materials. One result can be discipline problems, and rotating changers go in for more criticism of children, and verbal attempts to control them, than other styles. They are mainly in their 20s. Their children came out among the worst on every test of progress on basic skills, and on every study skill, except one—and even for that they did significantly worse than the most successful style. The ORACLE comments that this is "the one style that overall has little to commend it".

# It's the style that counts

Eight pupils in each class, chosen to represent a balance of sexes and abilities, were also separately observed. Some results of the study were published early this year. A major conclusion—that it was possible to identify six teaching styles, and four types of pupil, and that the different teaching styles produced different behaviour among pupils—has now been backed up by results with different teachers in the second year of the study.

The pupils were tested at the beginning and end of the year for their progress in the basic skills of maths, reading, and language use. Their competence at "study skills" was also tested, and things such as their levels of motivation were assessed. The results appear in a second book published yesterday. And it seems that the six teaching styles (see notes below) produced very different results.

Two types of teacher stood out on the basics. The most successful overall were the Infrequent Changers—careful organizers, who aim to get children working on their own. On three shortened versions of the Richmond tests for reading, maths and language skills, their pupils progressed better than any others on reading, and did almost as well as the best on maths and language.

Pupils of the second type of teacher, the Class Inquirers—lucid explainers who spend nearly a third of the time class teaching—made more progress than any on mathematics and language skills. But on reading, they did significantly worse than the pupils of Infrequent Changers and Individual Monitors, who tend to work one-to-one with children. Another kind of teacher, the Group Instructors, who favour rather didactic group teaching, came out third best overall on the basics.

How little pupils spent practising the basic skills as such seemed to make no difference to their progress. But it did appear that teachers who included class teaching in their armoury of techniques did best on mathematics and language skills. For reading, what seemed to matter was plenty of individual teaching.

The most successful styles were mostly used by more experienced teachers, in what might be called the "old hands" style. But the researchers claim that their calculations show it was the teaching style, not the age of the teachers, that made the difference. External factors such as the social class of pupils or the size of classes did not explain the different rates of progress with different teaching styles. Motivation levels made a difference to pupils' progress in the classes of the three least successful types of teacher. But the three most successful styles for the basics got

all their pupils going, whatever their motivation levels. And none of the four pupil types, identified in the first book, did markedly better or worse than the others.

The ORACLE team also devised tests of "study skills" (such as understanding and presenting maps and block graphs) and other abilities teachers value (such as listening with understanding, picking up information by other means than reading, and originality). Pupils were tested on these only once, so the results measured their performance, not their progress. On these skills the Habitual Changers, whose pupils did not shine on the basics, did the best overall, followed by the Class Inquirers, the Individual Monitors, and the Infrequent Changers. Finally, the 11 most successful teachers of all, representing the three most successful styles for basic skills, were studied. It turned out that they shared various qualities. Their classrooms were fairly quiet. Routine organization was smooth, wasting little class time. Instructions were given clearly and economically, leaving plenty of time for interesting questions and ideas. They gave children a lot of feedback, and encouraged them to solve their own problems. And they managed simply to have more direct contact with pupils than other teachers.

Progress and Performance in the Primary Classroom, edited by Maurice Galton and Brian Simon (Routledge and Kegan Paul, £8.95, £5.95 paperback). See also Inside the Primary Classroom by Galton, Simon and Croll (Routledge, 1980).

## Spirit of the ant heap

Brian Thompson

In writing the ORACLE, would answer questions with a deceptive mixture of ambiguity and irony. Its utterances were attended by goodness and fury. The modern ORACLE is neither dramatic nor deceptive, but its findings are intriguing and controversial.

The major conclusions are based on a narrow sampling of the ORACLE. When one looks at the kind of question used in the tests (having to refer to the first volume to do so) one is made aware of the extent to which the tests measure what is most testable. The extent to which these easily tested elements can be used to represent overall success or failure is a critical question.

But the second volume also has a new area of investigation, that of "study skills". Section III is devoted to a discussion of this. It is a most stimulating and fascinating piece of work, not only because of the relationship between the teaching modes and success or failure of the pupils, but as so often in the writings emanating from this group because the incidentals are at least as absorbing as the major concerns.

In order to examine the efficacy of the teaching of "study skills", the researchers have had to identify skills of comprehension, inventiveness and judgment. This exercise has resulted in a description of discrete skills: a most fruitful and valuable area for further research.

Most teachers would have reservations about the methodology employed. The observer in the corner of the classroom is not like a tachograph in a long-distance lorry. Teachers who have experienced this research technique refer to the "marching effect" of being observed. My own experience of it was changing. A group of lively Brentford boys, who were asked to perform a task, responded with a performance of enthusiastic anarchy. The whole event was immortalized in the book.

best described as Monty Python's Flying Classroom.

There is a witty dissection of the technique in Alan Bennett's new play *Enjoy*, full of relevant quotes—"Don't take this down yet, we're not being typical yet"—which I commend to the ORACLE team.

It may be that the knowledge of the presence of the observer led to the kind of behaviour imbued with the kind of spirit of the ant heap. Only those children who were positively welcomed by the teacher would positively welcome a statistical analysis of their teaching.

It, however, the methodology provides us with insights into the reasons for our success and failure, then we must tolerate the techniques for the value of the conclusions. In general this research is presented with tact and sympathy, but in places teachers are addressed in a fashion reminiscent of Gratiano's "wily" Sir Oranout. And when I open my eyes to no dog bark!

The report presents a most disturbing picture of groups of children industriously and isolated, or hogging the attention of the teacher. I wanted to resurrect the name of Dickens at the Grange, or even to the response of HM Inspectors of primary schools who reported that "it is hardly the case that the more able children within a class were the least likely to be doing work that was sufficiently challenging."

One of the main themes of both books is a sustained attack on the teaching techniques recommended by the Plowden report. In the light of the descriptions of the ORACLE team, it would be sad if Plowden were seen solely as recommended methodology. If these dull and plodding classes are typical of our junior schools, then we need the concerned vision of Plowden. It would be lamentable if that report became equated only with impossibly demanding teaching techniques, or was seen as a pedagogical Camelot, an unattainable ideal to be disregarded in this brave new world of efficient instruction in basics.

The book has pages of analysis and discussion, 67 tables, classifications, percentages. (Though it may be statistically valid to convert fractions of a sample of 59 teachers to percentages, it does lend an air of spurious generality—15.5 per cent sounds more impressive than nine teachers.) After all this, some discussions of relevant research, and many subjects we are left with an enormous number of conclusions.

Some of the findings are unsurprising. Effective teaching is characterized by routines, open-ended questions and a considerable degree of interaction with the children. Class teaching is effective if the teacher is skilled enough to take the class with her. The experienced teacher tends to be more successful than the inexperienced.

The book articulates and discusses

many of our perceptions about our professional skills. But sometimes, looking at some of the exemplifications of the teaching types in the first volume (such as Mr C, the rotating changer, with his discipline problems), one wonders how far problems are those of competence rather than style.

There are important warnings for teachers—do not despise class teaching, learn to be flexible in your teaching styles, beware test management and marking occupy all your teaching time, look for disjunctions between your intentions and your performance.

Progress and Performance in the Primary Classroom is a rich and complex report. The validity of the research depends on the extent to which the reader accepts the classes as typical, the methodology as appropriate, the classifications as meaningful, the tests as indicative of overall success, and the extent to which the examination of these things is relevant to the wider curriculum, and to education as a whole.

It is in many ways a difficult study, and it is not in a form which would make it most accessible to teachers. But it is directly and indirectly concerned with many of the most important issues in primary schools in Britain.

Brian Thompson is Head of Darrell Primary School, Richmond upon Thames. He is also the co-author of *Breakthrough to Literacy*.

## How good were the tests?

John Gray

The second volume of the ORACLE project provides the most sophisticated answer to date on the effects of different primary teaching styles on pupils' progress. Its major strength is that it is based on data collected by systematic classroom observation.

The resulting wealth of information underlines the complexities of primary school teaching, and the series of compromises which teachers must wrestle with. The study stands in stark contrast to

ing styles. And the attempt to test "study skills" adds an important dimension to existing research.

One important question teachers will want to ask about the research is how good were the tests used to measure progress. The maths component of the Richmond Tests of Basic Skills was fairly favourably received by a working party of experienced maths teachers, who undertook a critical review of the tests available.

The group commented, however, that the maths tested "is very much of the traditional form", while ranging well beyond the four computational rules, and that the more advanced items were "tests of language as well". The reading tests are likely to have tapped the skills of vocabulary and comprehension which the vast majority of primary school teachers would aim to impart.

But there may be less consensus about the relative importance and relevance of the tests of "language skills" (spelling, punctuation, capital letters and usage) for children of this age, and about the order and stage at which the various "study skills" should be acquired.

Unfortunately the researchers decided to construct their own shortened versions of the Richmond tests to ease the testing burden on schools. Although extensive piloting was undertaken, there must be some doubts about the adequacy of the tests actually administered.

A particularly problematic example is the reading test, where there was a sudden jump in the level of difficulty of the items towards the end of the test. Simple and straightforward factual questions based on understanding three short paragraphs were followed immediately by questions on a densely packed poem. More than 90 intermediate graded items seem to have been omitted.

This jump will not have had much influence on the results of the younger children, but it will have almost certainly limited the scope for older, perhaps less able, children to show steady and equivalent progress. This, in turn, may have had implications for the relative success of the various teaching styles, since some of them had more older children than others, and the claims for differences between teaching styles rest, in every case, on the children's answers to at most two or three items.

There may also be problems with the research sample. It is unfortunate that in a study of such obvious relevance and quality it should have seemed necessary to combine research on teaching styles with questions relating to transfer procedures to secondary schools.

One consequence of this compromise

was that the 58 teachers were spread across three local authorities and, more importantly, three age-groups (eight plus to 10 plus). There are enough problems doing research of this type on one age-group, let alone three. It is a complex task to decide whether sufficient of the potentially vast range of confounding factors that might impinge on the results have been controlled for, although the research takes account of a number of important ones.

In contrast to other studies, the ORACLE team have ranged widely in their search for possible alternative explanations for their findings. As a result they succeed in making their case that much more convincing. Their evidence on the importance of teacher experience is just one example of this approach. Nevertheless there are several other points to which answers would be useful before one can be fully confident that the differences observed in pupil progress were largely attributable to differences in teaching styles.

First, the researchers chose to use the pupils' raw test scores to assess progress, rather than adjusting and standardizing scores to take account of the different age-groups involved. It would be interesting to know whether the pattern of results would change if age-standardized scores were employed.

Second, there is an emerging consensus that in this kind of study it may be better to take the scores of a whole class as the unit of analysis, rather than the scores of individual children. It would be useful to know whether the "league tables" of teaching styles in the penultimate chapter would take the same form when the class was used as the basis on which to test the effects of style.

The researchers recognize the problem. But from the results they present when they take the class as the unit of analysis, it looks as though the differences in effectiveness between styles is less clear cut. And at the end of the day, the study is based on 58 teachers, which may not be a sufficiently large sample to make confident generalizations about all teachers in junior schools.

Third, given previous research on this question, it would be interesting to know whether the styles identified as "successful" in the first year of the study were equally effective in subsequent years. Despite these reservations, the final chapters deserve to be widely read. They successfully prompt questions about what constitutes effective teaching, without being dogmatic about the answers.

Perhaps the most important message to emerge is that there is no single "best" way. As one of my colleagues has observed, the ways of failing as a teacher are limited, but there may be several alternative paths to excellence. Studies which move us closer to this realization, and which help us to understand what to do and what to avoid, are to be welcomed.

John Gray is a lecturer in education at the University of Sheffield.





## features

What is an ombudsman—and would such a service make any difference to children? Strictly, it is Swedish for spokesman or representative. But it has been liberally interpreted and developed by numerous countries, including Britain.

Depending on where you live, an "ombudsman" could be an investigator, administrator, diplomat, publicist, advocate, even a law enforcer—all, ostensibly, on behalf of the citizen. Popularly, an ombudsman's task is assumed to be the investigation of a citizen's complaint of injustice by some public body—a local or health authority, a government department—and trying to put matters right.

Britain's ombudsman services or commissions (parliamentary, health and local) do little for children. A mere 9 per cent of complaints that go to the ombudsman directly relate to children, who incidentally make up 28 per cent of the population. The local ombudsmen—there are six for the United Kingdom—can recall only one child complainant.

The restrictions that surround educational complaints, for example, are such that few of any consequence go through the ombudsmachine. No internal school or college matters can be investigated. Conduct, curriculum, organization, management and discipline issues are all excluded. The most common complaints are about school-place allocations and assistance with fees (to private school or for transport costs).

The British system is about the most restrictive in the world. The English local ombudsmen work under a representative body comprising the local authorities themselves. Complainants have normally to go via a local councillor rather than make direct contact. The arena of investigation is heavily circumscribed.

There is no legal power to force an authority to put matters right, or to change its ways. The ombudsmen have an inadequate budget—being reduced in line with local government cutbacks. In consequence, there has always been dissatisfaction among a significant number of complainants—too many delays, too little power to set matters straight, too much indifference and unresponsiveness by local authorities. A 1980 survey by the lawyers' group JUSTICE confirmed the dissatisfaction. It also revealed that most complainants are middle-class, well-off and into middle age.

The ombudsmen would like things to be different. They support many of the JUSTICE report's recommendations. Some, they themselves originally recommended—notably the power to look at what goes on inside schools, and for the right of direct access. But there is scant prospect of any child-oriented initiative coming from our present ombudsmen: they have enough trouble maintaining what they do already.

In other countries the ombudsman is less shackled. Sweden has had a children's ombudsman since 1973. It is not a government post, but is run by Ridaa Barnen—the Swedish Save the Children Federation.

It is a mix of genuine watchdog and public relations unit. Apart from taking up individual cases of child abuse or exploitation its general brief—according to Bo Carlsson, the children's ombudsman himself—is to "identify the needs of children and to make sure those needs are satisfied".

In addition, there is a Governmental Children's Rights Committee attached to the Justice Ministry—both have close links with the ombudsman. Formed in 1977, this committee has already negotiated an Act forbidding parents from subjecting their children to physical punishment as other inflictions or humiliations. Corporal punishment in schools was abolished in 1962.

The committee is currently pushing for new divorce laws based more on children's needs—for example, giving children access to parents and other relatives irrespective of parental wishes; and allowing for the transfer of parental responsibility even when the natural parents are not considered "unfit" parents—as when a child has spent a long period in a foster home.

The Norwegian parliament is considering a proposal for an official children's ombudsman to start work early next year. If approved, this will have advisory rather than law enforcement or executive powers. Its brief will be to monitor local and central authorities; take up specific problems; lay down formal principles in dealing with children; highlight defects in the law; press for improvements; and ensure that Acts already passed are in fact implemented. It should be able to intervene on its own initiative, and represent children's interests in planning enquiries.

The United States has a series of "initiating" child advocacy bodies, which fall short of full "ombudsman" status. Countries as diverse as Spain and New Zealand (where a Children's Commission is proposed) are showing keen interest in such schemes.

The financial outlay for ombudsman-style schemes is relatively small. The Swedish service costs around £200,000 a year, the English local ombudsman service £75,000 plus. But the key issue is really how such a concept can be welded effectively on to the British way of doing things.

Talking about extending citizens' rights via an official watchdog was, until recently, popular with all three major political parties. The Tories have, in the past, called for a disability ombuds-

There is now a serious debate  
beginning on whether Britain should  
have a children's ombudsman.  
Rick Rogers explores some of the  
issues, and looks at what other  
countries have been doing



Bill Sanderson

## On the side of the child?

The idea of a British children's ombudsman has been about for over 10 years. In 1969, the National Council for Civil Liberties put up a proposal which later refined into a two-tier national/local scheme for the 1974 Children Bill. But that clause was voted down. (The consequent 1975 Children Act remains largely unimplemented.)

Today, various schemes are being discussed by voluntary groups—and even tried on a small-scale or experimental basis. The newest is the Children's Legal Centre, which grew out of a feasibility project by the UK Association for the International Year of the Child.

Funds so far have come from IYC, numerous charitable trusts and the DHSS. As funding and staff build up, the centre is gradually opening up its services—training courses and conferences, research

projects, local and national lobbying, information and advice.

Central to its work is the commitment to strengthen and initiate better ways of representing children—in care proceedings, court hearings, schools, hospitals, hostels. That means taking on test cases to challenge existing unsatisfactory legal interpretations and to clarify damaging ambiguities. There will be efforts to set up codes of practice for local authorities and others—to work to when dealing with children.

Other well-promoted ideas include a Minister for Children, an Under-Secretary, more effective use of parliamentary lobbies or panels, and a Children's Commission on the lines of the Equal Opportunities Commission.

A further suggestion is for new-style family courts, to handle all cases on children and family issues. These, it is proposed, should have what are confusingly termed "local ombudsmen" attached, to ensure children are fully represented.

A Children's Committee already exists to advise government on the "coordination and development of health and personal social services for children". That means keeping children's needs under critical review, and checking on the adequacy of voluntary and statutory services for children. Set up in October, 1978, following a recommendation by the Court committee on child health services, its future was quickly put in doubt in May, 1979, by the Government's anti-quango policy. It is likely to go before mid-1981.

Is it worth a longer run? A gathering of high-quality and cross-professional expertise (health, education, social services), positioned to influence ministers and civil servants—enlarged, better financed (its paltry budget is under £50,000), more radical, pushy and impetuous—could be a prototype Children's Rights Commission.

A children's ombudsman is seen as having four key roles nationally and locally: to investigate and put right injustice; to represent and mediate for children individually and as a group; to clarify law and push for improvements; and to publicize existing channels of redress and protective procedures. Its justification has been made out by the Norwegian Consumer Affairs Ministry: "Children cannot be advocates for their own interests. They do not form lobbies or pressure groups... they do not take part in the democratic process." In Britain they are beginning to speak for themselves, as instance the self-propelled children-in-care groups, and the slow growth of pupil governors.

But does all this require a new organization, or are existing ones capable of doing these jobs? Are existing powers used enough on behalf of the young? Current thinking among many voluntary groups seems to be "new tools for new jobs"—as instance the developing Family Forum to be a unified pressure point for families. Another argument put up for a fresh start is the difficult (some say intractable) problem of the determination of many voluntary groups to retain their own "independence" and power bases.

Certainly "linkage" is vital to the idea's success—not just between almost like-minded organizations, but with the alleged objects of their concern, children. A new arrangement could better fit the bill—a permanent focus for children's affairs to make the right connections and draw together various and disparate disciplines, themes and policies; an access point too for the young.

Ranked against optimistic interpretations of the need for a children's ombudsman are the practical problems of delivering a quick, efficient service that gets results. For that, an ombudsman needs access to official files, and personnel, to be clear on priorities, to have adequate funding, to win local authority and professional acceptance, to influence civil servants and parliament.

The salutary experience of the local ombudsmen, caught up in a better off under government sponsorship or wholly independent? If government, how free would it be? If independent, how would it acquire the powers it obviously needs?

Rick Rogers is education correspondent of the New Statesman.  
Children's Committee, Mary Ward House, 5 Tavistock Place, London, WC1 (01-387 9681).  
Children's Legal Centre, 2 Malden Road, London, NW4 (01-267 6392).

# History as paranoia

C. W. E. Bigsby on a comparative analysis of race in nineteenth-century America

Iron Cages: Race and Culture in Nineteenth-Century America. By Ronald T. Takaki. The Athlone Press £12.50. 485 11213 2.

Thomas Jefferson, framer of the Declaration of Independence and one of the principal architects of American democracy, wrote of the Indians in the climactic year 1776: "Nothing will reduce those wretches so soon as pushing the war into the heart of their country. But I would not stop there. I would never cease pursuing them while one of them remained on this side [of the Mississippi]."

Indeed, with Congress, he believed that unless they could be coerced into submission the American forces should never cease pursuing them with war while one of them remained on earth. The only alternative to extermination lay in the proffered grace of an accommodation with Jefferson's vision of a property-owning agrarian America. If they would not inhabit that myth then they and not the myth would have to be abandoned.

But, for all that, they were still seen by Jefferson as being inherently superior to the blacks who, to his mind, displayed no cultural ability and whose growing numbers suggested future apocalypses. For him the only solution lay in their removal to Africa. And yet, irritatingly, their labour was the basis of his own no less than of the national prosperity.

If the question of the relationship between these two groups and the future of the American nation met in the mind and imagination of Jefferson, so they did in the public world of political strategy. And the interconnections between national myths, practical economics, political objectives and the fate of those who were partly its victims of those myths and objectives and partly the guarantee of their success is at the heart of Ronald Takaki's *Iron Cages*.

The book is offered as a study of cultural hegemony, a comparative analysis of race (or, more properly, racism) in America which attempts to relate slavery to Indian removal and the exploitation of the Chinese.

which she was called "an experienced charperson". But the attempt to think of alternatives to, say, "craftsmanship", "man-handling" or "masterful" is good exercise for brain, ear and tongue, not to mention whatever organs it is that acts as a receiver and transmitter of what society believes and does.

The newest thing about feminist hegemony is that for the first time we can be sure that it's women doing the inventing. It was a man who first had the bright idea of referring to women as "he" when they were part of a mixed group like a cocktail party or the human race. Dale Spender has identified him as one John Kirkby, an eighteenth-century prescriptive grammarian, who offers it as one of his 88 rules that the male gender is "more comprehensive" than the female, thus giving birth to the generic man. Eighteenth-century grammarians not being a notably mixed group, professionally speaking, this idea met with no resistance.

## personhood

Generic Man, once Dale Spender has finished with him, is clearly as spurious as Mr Piddington. Again apply her simple test: "Man's vital interests are life, food, access to females etc." OK? Then how about: "Man, being a mammal, breastfeeds his young." Not so OK. So much for the "man embraces woman" chestnut.

It is not only within language that myths about women are embedded. There are also folk-beliefs about how women use it. Linguists, sharing these beliefs, have extensively tested hypotheses about women's language, finding it more hesitant and tentative, with more appeals for confirmation and approval, as in "That's a nice hat, isn't it?" or "Perhaps you should do your homework now?" The same linguists found their hypotheses unproven: in fact men used more of these forms. And what about one "fact" that everybody knows—that women talk more than men? Again, not guilty. The research shows that men talk more. Dale Spender can account for the persistence of the belief though: "The talkativeness of women has been gauged in comparison not with men but with silence." In other words, with amount of talk from a woman is too much.

I hope Dale Spender's book will not put too many people off by her research-studded appearance and uncompromising tone. It would be a pity if it became devotional literature for feminists only and made no converts.

Mary Hoffman

# review

But beyond this it seeks to demonstrate how these in turn relate to American revolutionary principles, to the emergence of a capitalist economy, to industrialization and to American expansionism. As can be imagined, with such a scheme, its vices are inevitably aspects of its virtues. Its attempt at comprehensiveness results, unavoidably, in a somewhat peremptory version of native cultural energies, a simplified model of social dynamism and a moralistic tone which insultingly justifies itself in historical terms. None of which incapacitating. The tendrils connecting the prejudice with which white Americans reacted to blacks or Indians and their growing contempt for a rising proletariat is instructive and largely convincing.

Professor Takaki identifies three "iron cages" which confined the self and subdued this spirit: republican ideology, bureaucratic capitalism and an imperialistic pretension. These animating ideas generated their own myths, assumptions and political exigencies. They shaped the nature not only of rhetoric but also of the moral imagination. Clearly the process whereby the groups required to operate the motor forces for American expansion were displaced, expelled from the body politic as from the land, required moral justification and a supporting rhetoric. But what is less clear is whether this was rooted in a real conviction, or whether it was invoked as a patent and conscious rationalization. And though he includes several interesting case studies (Thomas Jefferson, Benjamin Rush and Alfred Mahon among them) he never really penetrates the individual or national psychology.

What he does offer is a view of the dominant culture. We learn little from the book of acts of resistance, of the reality of the dense and complex cultural and social life of the various minority groups of which it treats. So that while the deformations of American idealism can be seen as a decline from a moral norm (though one stained with historical ambiguity) it is less easy to assess the degree to which these rationalizations were the product of a failure of perception and knowledge rather than morality. To be sure there was a vested interest in project-

ing the black as illiterate and shiftless, the Indian as brutal and barbaric, and the Chinese as cunning; was this the result of a wilful blindness, a calculated and cynical distortion, or a simple ignorance? The effect is the same; the moral and cultural meaning very different.

The subtext of the book suggests a paradigm view of history—history as vast interlocking conspiracy. This is, perhaps, an inevitable consequence of a methodology which sees history as "organic" and which wishes to approach "American society as a total structure". But the absence of some indication of the nature, range and strength of the black, Indian or Chinese culture leaves the reader badly placed to examine the motives, test the rhetoric, or assess the validity of those whose response to America's minority groups was first to ridicule or denounce and then to exploit, expel or annihilate them.

This is not inadvertent on Professor Takaki's part, however. He confesses that he has "focused on the culture-makers and policy-makers, on the white men in positions of influence and power". He is interested in those who define the myths no less than the realities of a country which lived its history self-consciously. He is concerned with the process whereby as America grew physically so it betrayed the pious ideal with which it began. If John Locke had offered a potent and central image when he observed that "In the beginning of all the world was America," then Takaki is interested in the loss of American innocence. It is a valuable approach and there is a limit to the scope of any book but there is a risk that the cultural groups of which he speaks will be relegated to the same subsidiary role in his book that he accuses American political and industrial figures of doing in fact.

Andrew Jackson was clearly right in recognizing that how whites conducted themselves in their relations with Indians had a definitional influence on national character. That he might well have extended this to include all minority groups. The irony, of course, was that this was a moral test which the nation, no less than Jackson himself, failed. Why this should be so and how American ideology accommodated itself to this failure is in large part the subject of *Iron Cages*.

# Waugh of words

Edward Blishen on Evelyn Waugh's letters

The Letters of Evelyn Waugh. Edited by Mark Amory. Weidenfeld and Nicolson £14.95. 297 77657 6.

This is an extraordinary collection of letters, which seems to provide rather simple illumination on the nature of a society complex man and his work. It will give ammunition to those who find him disagreeable, and a champion of disagreeable opinions: yet it must also give them pause, for again and again it displays Waugh in the most charming and tender light, especially in his family letters, and as a man perfectly aware of his own limitations, and better than his enemies at describing them.

Above all—and contrary to the complaint one hears that the letters throw no light on him as a writer—they are full of characteristically terse references to his work, all of which demonstrate his total seriousness as an artist. There is a letter to his wife that explains why he longs for her company at all times except one. "When I am working," he writes, "I must be alone. I should never be able to imitate the famous writer's composition which is absolutely necessary to composition if you were at close quarters with me." The italics are mine; and those, I guess, of anyone who cares for writing.

What is really extraordinary about the collection is that from the beginning to the end of his life, his letters had the air of fiction. Compared with these, other writers' letters are lapses into behind-the-scenes sobriety. He loved gossip; he positively begged his correspondents to provide him with it. The nature of the novels becomes clearer: it is the spirit of gossip, elevated, that informs them: the art we all deploy to turn unmanageable life into a sort of manageable fiction, and to bring out the shine of things. And it really does not mean that Waugh was not serious. Far from it. More serious than most of us, who drape along half-made up and half-natural, half in view

of the audience and half in the wings, he was always on stage. As man and artist he was enormously difficult.

There are things here to dislike: his use of the words "jew" and "pansy"; his chilling support for capital punishment ("It would be a great convenience to know well in advance the nature of a society complex man and his work. It will give ammunition to those who find him disagreeable, and a champion of disagreeable opinions: yet it must also give them pause, for again and again it displays Waugh in the most charming and tender light, especially in his family letters, and as a man perfectly aware of his own limitations, and better than his enemies at describing them.")

They're very funny. In fact, many of these letters have his habit of comic exaggeration. So he wears, even when writing to his wife, his mask of the man who's forgotten how many children he has: "I told him there were four. I hope that was right." When he takes against some institution usually solemnly celebrated, he uses the most amusingly unbuttoned phrases of dissent: of Froust, "The chap was plain barmy". He is outraged by the force of space travel: "Really, to spend millions of pounds of public money in letting off visible fireworks." He is Mr. Groucher of Toytown, but greatly witty with it, and very much aware of the drawbacks of being Mr. Groucher: "Pray do not suppose that my inability to enjoy modern art is a source of pride to me. I deplore it." He's severely aware too of the limited world he has shut himself into: "The sad thing is that Moteland is my world and I don't know any other except at second hand."

The editing by Mark Amory is first-class. Much of it, as he says, consisted of discovering the misalliance from which Waugh had excluded some "mountain of embellishment".



## arts

## O brave old world

Malcolm Bradbury on a week's television

The sense that history is an endless serial fiction propagated and managed by the reporting media was one that much preoccupied the American writers of the sixties. Bowed under the weight of the unreal, the writers of the sixties, bowled over by the truth about the world, and started to question their own standards of realism, and naturalism, which ceased to seem viable views of art. Only by probing into the fiction-making process, the way we design, plot and pattern events, could the novel do its business. Their guides are easily understood when we are confronted, as we were on all channels on Wednesday night, with that four-year spectacular, the debate between the candidates for the American Presidency.

By the time you will read this, you will know, unless confusion has struck, which of the two gaunt figures who stood there has become what Carter likes to call the President in the Oval Office, a reassuring phrase which runs parallel to Reagan's favourite locution, "I believe in my heart". And an oval office the Presidency no doubt is, since the American people are evidently seeking a well-rounded personality who won't quite roll off the board. Or so the media suggest. The candidates at their podium established their heterosexuality by warmly

kissing their spouses, who somehow wandered on stage much as if they had been newly repatriated from Tehran, and then set to work to display each his image of presidential calibre—a notably vague entity in a society not given to deep ideological rifting. The debate was staged as a cross between *Sale of the Century* and a fashion-show, and indeed ITV staged a notably drab fashion parade just before it, to set the mood (the dream-girl of the eighties will be a green-haired parachuting clown).

Meanwhile, in the United States, ABC television ran the programme as the personality contest it was, asking viewers to vote on who had won at the end, the prize is Air Force One and all the boulders you need for the next four years. Content occurred, but was all subsumed under style; the assessors were awarded their points for looks, who aged best, who enfolded least, who turned and stared at the other man most flexibly. Reagan, whom we had seen earlier on in the week on *Panorama* (BBC 1, Monday) amid his complex support system of Californian car dealers and, above all, Christian evangelists, assaulting all corruption and sin with his own ego-mania, now offered a guise of accommodation and moderation, the role of a man much misunderstood; Carter had a pallid gravitas,

slightly disabled by his inability to say the word "nuclear" as if he had heard it before.

We, on the other hand, had been hearing it all week. In "Once in a Million Years" (Horizon, BBC 2, Monday) explained the fastbreeder reactor in terms and graphics that seemed almost comprehensible, showed CERN scientists studying with the aid of two plastic cups, a piece of string and a bucket—the difficult frontiers of thermal explosion, a reactor problem the mysteries of which have not yet been fully fathomed, and then went on to the healthy conclusion that the danger of disaster was no more than once in a million years. Let us hope that in that contingent lottery the dice fall later rather than sooner, when the scientists—who, to be fair, did actually possess some rigorous and sophisticated equipment as well—have the funny areas sorted out.

At least the programme was good preparation for Oppenheimer (BBC 2, Wednesday), the new seven-part series written well by Peter Prince and directed by Barry Davis. It began as rigorous viewing, with a theoretical physics class that united all the good work of *Horizon*. It was an apt choice of subject: Oppenheimer's story encapsulates a serious and disturbing part of the recent history of our time, for he

was leftward in the thirties, a troubled supporter of the use of science for military purposes in the war against fascism, and then a victim of the gung-ho Americanism of the McCarthyite years, when his loyalty came into question. In his story is the classic crisis of intellectual and scientific responsibility: the division of allegiance between the nation and the international scientific community.

Very well scripted, the play was made to the BBC's high standards, and the problems of marshalling an American-speaking cast and of recreating the complex atmosphere of American intellectual life in the thirties were well managed. Sam Waterston, as Oppenheimer, still perhaps has to catch the full note of Oppenheimer's high handed charisma and the uneasy personal arrogance that became part of his downfall. But the first episode, though it rushed some key historical changes, notably the signing of the Nazi-Soviet pact, was filled with ominous hints of the future, when words like Los Alamos and Manhattan changed their meaning, and it caught the drift from intellectual disengagement to the scientific engagement and opportunism of wartime. Another notable element, Oppenheimer's taste for sexual engagement with women of shrewish disposition, also

laid down a promising path—a path that led into the bloody complications of "contemporary history, when words like "atom" and "nuclear fission" moved from the laboratory into the life of the world.

Little wonder that, in such a world, some take to drink. And to David Purser, played to the hilt by Dinsdale Landen, did in *Play for Today's CH/OH* (BBC 1, Tuesday), written by David Turner, one of the remarkable playwrights of the late fifties and early sixties, author of the excellent "Semi-detached". Since then, it would seem from a play replete with subtle graphical allusion, he too hit, as they kept saying, the sauce. And it was indeed the drama of the late fifties that this play called up; it was the angry young man, now middle-aged, his wife sick with cancer, drunk but still hearing his purgative anger, but the story spoke for. The object of the anger was the system, the mode of anger and uncaring we call the social services. It was a strong play, but it was hard not to see a deficit in it, as under the weight of some angry pop psychology the door collapsed, the playwright was his right to his style and his prejudice, and the question of his alcoholism faded away in a sentimental ending.

## Nashdom

The Life and Work of John Nash Architect. By John Summerson. Allen and Unwin. £20.00.

Londoners in particular should be grateful to Sir John Summerson for this new and detailed account of the life and work of John Nash. Nash designed Regent's Park and Carlton House Terrace, and cut Regent Street through a maze of lanes to join them. He was responsible for the west end of the Strand and for All Souls, Langham Place, now hopelessly dwarfed by the surrounding buildings after surviving the Blitz.

Nash also built from West to Sussex. As the excellently arranged catalogue of his work shows, much has been demolished. The splendid selection of illustrations indicates that this was not always a loss. The castles and cottages come near to being follies; the stately home interiors display a fusion of east and west. He was best in urban surroundings, with the sweep of a terrace.

Sir John Summerson clears Nash of being a dishonest speculator and builder. It was the prelude to an ineffective reconstruction of Buckingham Palace which ruled him out as a man to whom a royal patron, George IV, had been so extravagant too long. All the same, the £160,000 spent on the Pavilion, can now be seen as a source of his difficulties was a solid one. The Impressionist technique, founded as it was on landscape, could never resolve this dichotomy.

Bernadette Follett



Camille Pissarro: Study of two female harvesters, 1882

anachronistic social commitments. Its constant tendency to pulverise the world was at odds with his materialist beliefs and from the slightest onwards picture after picture shows him struggling to overcome this contradiction. What the later paintings, like the letters, show is a man

## Theatre and education

## Getting on with the job

Peter Fanning

"Not a means to an end but an end in itself." The term "improvisation" is one of those marvellous permanent words that mean almost anything. "School improvisation" is a language flow—words baffle the brain like computerised printouts, as if drama teachers were waging a war of attrition against the cut-throat bureaucrats. Words strain, crack and sometimes break under this burden, under the tension. Getting on with the job is a lot more convincing as *Improvation's* "Evening of Informal Drama" showed.

There were nine different sessions on the theme, "Them and Us" nine variations polished and painted and not quite dry. Sometimes it wasn't quite clear why an audience sat there at all, though no one could doubt the value of such an enterprise, even when it beat evaluation.

First, there was a thorough dis-

inction between what was "teacher" and the children's very own. Thus Lampton School gave a model performance of music and movement, perfectly done, though I did wonder who was modelling whom. While Cranford Community School performed a piece which ought to have stayed in the drama room. It was the first uneasy steps towards an idea that the children hadn't grasped. But in Heston School's abridgement of *Brave New World*, the point was very clear. This language did not belong to the speakers, the thoughts were not clear and in spite of some charm in this brief performance, the audience conviction and little understanding.

Right at the opposite end of the scale, science fiction provided the scope for true play. Alexander Junior School gave us *Shirley*, a specimen and angry mum, but they had retained all the freshness and fun of the playground in simply

observed performances. But a much more serious look at the "Them and Us" theme came from Sparrow Farm Junior School. Here we were closer to watching the actual moment when *Brave New World* was first performed. The school also showed ways in which "drama" can mean more relaxed "theatre". Their "Infants at Play" was both funny and fluent. Words flew about at the speed of light. But it was a tribute to all concerned that no one in the large group was ever left out.

Mis was the source of inspiration for children from Falmouth School, whilst Brantford Girls used the same language heard in the course of the evening. Finally, a good way to twist to the question of sexual stereotypes, Heston School simply reversed the roles. The result was pure theatre, polished and fine—though every voice along the line.

## It depends on innocence

John Spurling on children's art

Artful Scribbles: The Significance of children's drawings. By Howard Gardner. Jill Norman £8.50 and £4.50.

Picasso said: "Once I drew like Raphael, but it has taken me a whole lifetime to learn to draw like children." And Malraux: "Though a child is often artistic, he is not an artist. For his gift controls him; not he his gift." Howard Gardner's off-puttingly titled book is an ambitious attempt to raise, and often to answer, most of the questions connected with children's art. It is only in our century, of course, that art's attention has been paid to children's art at all; and until adult artists began deliberately to borrow from and emulate primitive models, the question of whether children's scribbles could be said to be art would have seemed nonsensical.

Mr Gardner distinguishes six phases in the child's creative development, irrespective (all but the last) of whether he goes on to become an adult artist. The first, literal scribbles soon turn, as the two-year-old gains some control over his hand and pencil, into a series of distinct shapes, dots, circles, among specialists: is the head meant to include the body or doesn't the child see the body? Neither arguments nor ingenious experiments have solved the enigma and in any case the tadpoles are only the first of a whole series of what Mr Gardner calls "schemes for familiar objects". The child has now moved decisively out of abstraction and into representation.

The general opinion now is that children's art is at its best between the ages of five and seven and that the following phase with its greater accuracy and control is a kind of closing-in of the shades of the prison-house. Obviously our ances-

"One, two, three, four, eight, ten, eleven, No, try dat again. One, two, three, four, five, ten, eleven. No, try dat again. . . ."

In the next phase of drawing the child begins to play with forms—circles, squares, triangles, etc.—and to run through his repertoire in the same manner. Anyone who has observed small children regularly must have been struck by the extraordinary and even comical way their development is programmed from within, as if they were recipients of some kind of secret correspondence course in drawing forms. It is only one part of this built-in self-education. But the next phase, heralded by the appearance of the ubiquitous mandala (the cross inside the circle), begins to relate more precisely to the outside world. It is the ability to make a face, with eyes, nose and mouth and to attach arms and legs to it. The so-called "tadpole figures" emerge when the child is three to four-years-old and have caused much argument about the child's understanding of the world. It is the head meant to include the body or doesn't the child see the body? Neither arguments nor ingenious experiments have solved the enigma and in any case the tadpoles are only the first of a whole series of what Mr Gardner calls "schemes for familiar objects". The child has now moved decisively out of abstraction and into representation.

The general opinion now is that children's art is at its best between the ages of five and seven and that the following phase with its greater accuracy and control is a kind of closing-in of the shades of the prison-house. Obviously our ances-

tors, unaccustomed to liveliness and expressiveness at the expense of realism, would have thought the opposite and Mr Gardner is inclined to hold the balance. At any rate, whatever the educators think, whatever the educators think, whatever ideological flags they wave over uninhibited self-expression or its curtailment, the internal correspondence course remains the master. Children at the age of eight or so want regularity and precision, have to try to get things right; and this applies as much to language and behaviour as to drawing. Nevertheless, one cannot help regretting the passing of that brief period when almost any child can seem a potential Picasso, for it can never really be recaptured, not even by Picasso after a lifetime's work. It depends on innocence. But Malraux is wrong too: the child does control his gift, even if only momentarily and semi-intuitively. He is in command of sufficient technique to express his feelings about himself and the world, before that world has begun to appear as something other than himself.

In the final phase, the adolescent artist—and by now the sleep are being sorted from the goats—must make the great leap from programmed to conscious development. For the rest of his life, if he is after all an artist, his art will depend on the depth and breadth of his response to experience. Mr Gardner's book suffers from a certain academic longwindedness but it is good enough to give a sense of what children's art lacks as well as what it contains. It might easily, especially if the title were changed, become a classic.

## Music notes

Michael Hurd

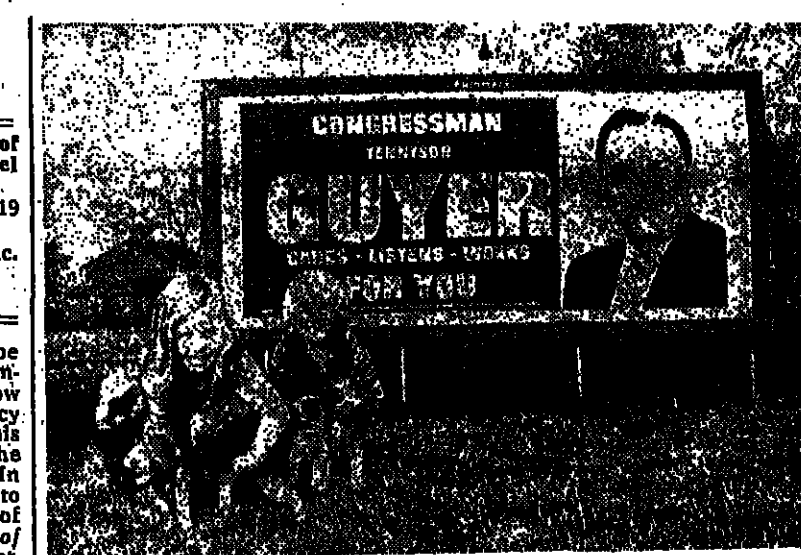
The Concise Oxford Dictionary of Music. Third edition by Michael Kennedy. Oxford University Press £9.50. 19 311315 S. £4.50. 19 311320 1.

Collins Gem Dictionary of Music. Edited by Ian Crofton. Collins £12.00. 00 459723 5.

Oxford University Press are to be congratulated in braving the complete reworking of the various, by now almost classic, works of Dr Percy Scholes. For remarkable as his volumes are, they have become the inevitable victims of time. In choosing Michael Kennedy to undertake the third edition of *The Concise Oxford Dictionary of Music* they have hit the jackpot. His "revision" amounts to an almost total rewrite, involving a very considerable expansion of material. Certain less relevant entries have been dropped altogether, a great many others have been added, and everything else has been thoroughly scrutinised and brought bang up to date.

What in the second edition (as revised by John Owen Ward in 1964) amounted to 635 pages, now works out at 724—each containing more words than before owing to a smaller, but much more elegant typeface. Various not very useful drawings inherited from the original 1952 edition have been dropped. Space has thus been found for an astonishing number of entries concerning composers, performers, historians and musical critics; individual works, musical forms and terms, instruments, historical developments—everything, in fact, that a serious student of music or of music-study is likely to want to know. I can think of no other reference book of this size that is as all-embracing, so patently trustworthy, and such a pleasure to dip into. A particularly impressive feature is the amount of space allotted to living composers and their works.

In comparison, the *Collins Gem Dictionary of Music*, as its rather bossy name and plastic covers suggest, is not in the same league. It is too, has its points, since the entries have been rendered more from the Westrup/Harrison edition of 1976. The abridgement has led to a rather telegraphic style, but nevertheless, and as I go, is useful and re-



so now you know. This timely picture from Brian Fanning appears in the 1981 British Journal of Photography Annual (Reilly Greenwood, £8.75, 9904 3419 7). This 121st issue includes features on Bert Hardy of *Picture Post* fame, David Attenborough, photography in the 1880s, and the latest developments in camera technology and processing techniques.

## Radioactive

Frances Farrer

Ian Kennedy is an interesting choice for this year's *Reith Lectures*: leader in English law at King's College London, and therefore both lawyer and educator, he will be talking about "unmasking medicine" (Radio 4, 7.45 pm Wednesday). Of the many scientific controversies that surround science, medicine seems lately to have seized the popular imagination and this broadcast media have responded fairly lavishly. For the *Reith Lectures* one might expect medical topics to be dealt with in a medical paper, but Mr Kennedy is not discussing the ethics and philosophy of medical practice as well as its political implications. "Maybe after the lectures I'll have to emigrate," he said at the end of the introductory programme.

Mr Kennedy is concerned by the way in which doctors have formed a closed group with a monopoly of understanding over things which may not be solely medical. Since he specializes in medical law he is concerned about how choices are made on questions such as keeping comatose flailing in the grey cancer patients "alive" or how far

to take genetic engineering. These choices need not be left to doctors, but discussed openly until a consensus is reached. He is also concerned about what he calls the technological imperative: "If we can do it, we must."

Mr Kennedy's point in the radical one that gave rise to the "I'll have to emigrate" remark. It is that medicine has much wider, more political implications. Decisions about levels of income, types of food, quality of health care, are made at government level. It is old, but no less worthy chestnut, to remark that the government survives on revenue from three of the biggest killers and disabilities: cigarettes, alcohol and the motor car. Mr Kennedy may be going to suggest that a reduced standard of living might lead to a greatly enhanced quality of life, possibly adding politicians to the groups of people who might find his lectures a nuisance.

All who find nuisance value in the lectures will find comfort there, as with platitudes about the democratic process, free speech, open criticism, etc., while the rest of us can be thankful that our mouthpiece chooses to speak so radically on such issues. Whether this sort of exercise has any effect beyond a momentary fluffing of the grey cells is another question entirely.

## Renaissance images

Nicholas Wapshott previews the London Film Festival

It used to be said that if you wanted to know in which direction British society was moving, you need only turn on the television. Hugh Greene's BBC of the sixties mobilized the national conscience with fictional accounts of social problems. And as that critical dimension of television has disappeared, so British independent cinema has emerged, taking the issues which television has abandoned.

This renaissance in British film making is given recognition in the London Film Festival this year. It is no accident that some of the directors have graduated from television. It is also becoming the habit to give a television film an early cinema screening to test the reaction towards a controversial topic.

Kenneth Loach's *The Gamekeeper* has been financed by ATV for television and it takes a swing at the deferential attitudes which help keep the British rural population divided between the landowners in their castles and the hands in their tied cottages.

Loach uses the same device as in his *Kes* and *Days of Hope* by employing an apparently absent script, written by Barry Hines, to give his characters spontaneity. Set on a northern farming estate, it follows the contradictory life of an intelligent gamekeeper (Phil Ashkan) whose actions help perpetuate the inequalities of country life which he articulates to his fellow workers.

It is a strong and fair film on a rare subject and is particularly effective in showing the gamekeeper defending his employment interests to the detriment of his own kind, as when he catches poachers and helps quell a strike of beaters before a shoot. Even the guffawing gent could not complain that they are misrepresented.

But the many details of life in the country which towns like London and Hines cannot understand are inexcusably wrong. One is as unlikely to hear a couple of farm hands talking revolution as to see them turning off a tractor engine.

while having a chat. A film which does not grasp the reason for the latter will end up making gaffes like the former.

Loach used to make his fictionalized social documentaries with Tony Garnett, whose most recent film, *Prostitute*, will be shown at the Festival. Set in Birmingham, it raises the issue of the treatment of prostitutes by the British law. The customer, it seems, is always in the right. It keeps the naturalistic form which Loach and Garnett perfected, as does Mike Leigh's *Grown-Ups*, a hilarious and depressing tale (to be shown soon by the BBC) about a young couple who move into their first home, a council house in Canterbury.

Loach has made a series of wicked satires on the British class system—*Who's Who* attacked the young upper class, *Glennamara*, *Abigail's Party* the vulgarity of the affluent lower middle class—and in *Grown-Ups* is brave enough to ridicule the working class, a target which most avoid lest socialists cry foul.

As usual, the characterization is painfully accurate, splendidly emphasized by the cast, causing the social embarrassment which nukes laughing seem guilty.

The Long Good Friday is John Mackenzie's first cinema film, after a full career in television, from a script by Barrie Keeffe, with Rod Hounson as a London gang leader whose attempts to tie up a deal with the Mafia are undermined by a bombing campaign by the IRA. It is witty, rude and lively and drags the British crime thriller out of its naturalistic rut, hurling it nearer to the Atlantic model. But—and here is the real skill—without compromising the brilliant Cockney humour or the straightforward way in which the British get to grips with crime, they don't understand. It is thick, intelligent and entertaining, and few British films can be described as that.

*The Gamekeeper*: November 17; *Prostitute*: November 18; *The Long Good Friday*: November 19. All 6.15 pm at the National Film Theatre.

## Textures

Betty Tadman

Basic Techniques in Textiles. Edited by Mary Bell. Edward Arnold £2.50. 7131 0439 2. Screen. Printing: The beginner's Guide. By Sarah Hollebhone and C Black £6.95. 7136 2047 1.

The title *Basic Techniques in Textiles* is a misleading one. Thirty-three pages are used to describe dressmaking techniques, not exactly an arcane area. Three pages have to serve for screen-printing, batik, dyeing and stencilling. The first two fabric printing areas which need very accurate and lengthy

instructions are rushed through in half the usual space, and consequently much necessary information is missing and results are bound to be disappointing. Do we really need such a book translated from Dutch? I think not.

Sarah Hollebhone's book is a much better buy. The layout is sensible and the diagrams are clear. There are excellent instructions for setting up a printing area, constructing screens, printing tables and squeegees. However, the section on cutting stencils is questionable. Paper stencils are best made from newspaper which does not disintegrate (as is claimed) when used with fabric printing dyestuff and blinder. They hold out for many pulls (at least 25) and it is quite unnecessary to keep recutting them. Information is carefully and generously given, and the book should lead to satisfactory technical results.

**THE TATE GALLERY**  
welcomes school parties all year round to see  
**THE HISTORIC BRITISH COLLECTION of PAINTINGS**  
**THE MODERN FOREIGN and BRITISH COLLECTION of PAINTINGS, PRINTS and SCULPTURE**  
and also  
**MANY SPECIAL EXHIBITIONS**

For further enquiries or to arrange a visit, please contact Mrs Pat Adams, Education Department, Tate Gallery, Millbank, London SW1. At least three weeks in advance.

Other services:  
Lecturer to talk to group, maximum 30 p.p.s 2 adults (apply for special booking form at least 6 weeks ahead).  
Workshops, slide/tape presentations and films available.

**Donmar**

FOR ALL STAGE LIGHTING EQUIPMENT IN SCHOOLS, COLLEGE & UNIVERSITIES. FULL RANGE OF PORTABLE RIGGING SYSTEMS. COLOUR GELS AND SPECIAL EFFECTS. Solo London agents and stockists for RANK STRAND ELECTRIC and HALL STAGE equipment. Send for catalogue NOW!

**Donmar** 22 Short's Gdns. London, WC2H 9AU. Tel. 01-836 1801

at least **10% DISCOUNT** to education authorities

















**extra**  
FINDING A WAY IN

**Holmes McDougall**  
*The Teachers'*  
 **Publisher**

Freeport RM17, The Windmill Press, Kingwood, Tadworth,  
Surrey KT20 6BR.

**Holmes McDougall**  
*The Teachers'*  
 **Publisher**



# Invitation to English

Books 3 & 4  
by Mike Woolman & Ham Andrews

INVITATION TO ENGLISH is an exciting and colourful new English course designed especially for primary and middle school children. The authors have combined an understanding of language development, based on up-to-date research, with a respect for the traditional skills.

Books 1 & 2 with their lively full-colour illustrations, have already proved popular in the classroom.

Books 3 & 4 are written for the middle years of the junior and middle school, and continue the systematic development of the different writing skills demanded of the junior school pupil.

Books 1 & 2 4 colour illustrations £1.45 each  
Book 3 4 colour illustrations £1.75  
Book 4 4 colour illustrations £1.90

Book 5 is scheduled for publication in Spring 1981. Price to be announced.

To: Inspection Copy Dept., Publishing Division, E.J. Arnold & Son Ltd., FREEPOST, Leeds LS10 3TS.  
Please send inspection copies of the following:  
INVITATION TO ENGLISH: Book 1 ☐ Book 2 ☐ Book 3 ☐ Book 4 ☐

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_

**EJ Arnold Publishing**

## English 8 to 13

GERALD HAIGH

The middle years can be one of the most exciting challenges to the teacher of English, and in this clear and down-to-earth book an experienced teacher shows how to make the most of them.

He covers the whole field - reading, writing, drama, poetry, the practicalities of spelling and handwriting, and such classroom problems as marking or coping with different ability levels. The book is laid out in five sections: Writing, Reading, Talking and Acting; Grammar; Spelling and All That; and Context and Resources.

Paperback £3.95, hardback £9.95  
TEMPLE SMITH  
37 Great Russell St, London WC1

## extra THE POET FOR CHILDREN

A 75th birthday tribute to Leonard Clark OBE

A young teacher, hearing the name Leonard Clark, said: "Oh you mean the poet for children." Leonard Clark does not care for limiting labels but he would be happy to be recognised by the description. He has, after all, edited numerous anthologies of poetry for children and made his own original contribution in collections as various as *Stranger than Unicorns* (Dobson) for the nine-year-olds upwards and *The Singing Time* (Hodder and Stoughton) for the very youngest. But the contribution that most justifies the description is his work fostering, nourishing and watching over the growth of poetry in schools during the 30 years he served as Her Majesty's Inspector for Schools.

He was the right man at the right time in the early fifties to carry out a chief inspector's instruction to "put poetry on the map". A practising poet himself, he brought others - such as Kathleen Raine, Edmund Blunden and Robert Gittings - face to face with teachers, students and children at poetry courses, readings and seminars that he organized and ran all over the country.

He served on committees, contributed to innumerable official reports, poured forth a plethora of articles, all helping to make the groundwork for the present awareness of the importance of poetry in schools - how it can and should be presented, how it encourages children to write their own poetry. It was this particular work for poetry education, he thinks, that earned him the OBE in 1966, although he characteristically adds: "All my colleagues deserved it, every one of them."

Poetry, children and education are the inseparable strands of Clark's life. He started to write poetry as a boy at school in 1918; at 16 he became a student teacher and later went to Bangor Normal College to be trained. All the while he was writing poetry to be published



at the end of the fat stock prices in local Gloucestershire papers until, in 1925, the poet E. W. Harvey suggested he put them together in a collection. Clark then came to London, first to teach in Camberwell and in 1936, then became a member of the inspectorate, serving in Plymouth throughout the bombing - recalled in *An Inspector Remembers*, his third volume of autobiography - then up in the West Riding and finally in 1954 back to London to begin his poetry crusade.

All the time he was developing as a poet. The main influences on his work have been De La Mare, Andrew Young, Eliot, Dylan Thomas and, in an added dimension, T.S. Eliot and Blake, who are important to the visionary side of Leonard Clark who would "write simply about significant things so that the answer is profound". A "always looking for the macrocosm in the microcosm", and sees in children living evidence of man's eternal nature.

It is this profound belief and a deep respect for the integrity of children that makes Clark demand genuine poetry be offered to the young. But there is nothing so strict about this concept. "It should always be remembered," he wrote in an article for *The TES* "English Extra" earlier this year, "that many children apprehend long before they can comprehend". It is a delusion to think that children cannot get to the heart of a poem and have an inner sense about what it is trying to say, without having to understand the meaning of every word."

## Book review A BIT BLAND

Nine Contemporary Poets: A Critical Introduction. By P. R. King. Methuen. University Paperback £3.50. 416 pp. 1980.

The very title of this book seems to warn us that it is "a bit bland" or white heat as part of a newly-forming process of thought: the book is aimed mainly at the huddled A-leveler or undergraduate and is

deliberately middle-of-the-roadish in matter and manner. No room, Mr King says pointedly, for the arcane Geoffrey Hill.

But it is precisely the obscure poet who would most profit from Mr King's treatment, which tends always to little more than intelligent paraphrase. Examination politics insist on a direction which focuses attention on the - in some sense - "master" Philip Larkin, Charles Tomlinson, Thom Gunn, Ted Hughes, Sylvia Plath and Seamus Heaney, though "never" writers, Douglas Dunn, Paul Mulvey and Tom Paulin also give it a whirl. Transcripts from taped interviews permit them to "rationalise" on their poetic pro-

## Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments	Secondary Education	Sixth Form and Tertiary	Preparatory Schools	Service Colleges	Appointments wanted
Headships	34	Colleges	Headships	Other Appointments	55
Deputy Headships Senior	34	Scale 1 Posts	Deputy Headships Senior	Adult Education	
Masters/Mistresses	34		Masters/Mistresses	Classics	
Remedial Posts	35		Classics	English	
Art and Design	35		English	History	
Careers	35		Mathematics	Modern Languages	
Classics	35		Music	Science	
Commercial Subjects	36		Other than by Subjects		
Domestic Subjects	36				
Economics	36				
English	36				
Geography	37				
History	37				
Humanities	37				
Mathematics	37				
Modern Languages	39				
Music	39				
Pastoral	40				
Physical Education	40				
Religious Education	42				
Science	42				
Social Studies	44				
Speech and Drama	44				
Technical Studies	44				
Other than by Subjects	45				
Appointments in Scotland	46				

## Deputy Headships Senior Masters/Mistresses

**EALING**  
(London Borough of) EDUCATION COMMITTEE  
Headship of a secondary school in Ealing. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in secondary education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Ealing Education Office, 100 Ealing Road, Ealing, London W5 2AP. Closing date: 15th November 1980.

## Inner London Education Authority

**NEWHAM**  
(London Borough of) MAYFLOWER NURSERY SCHOOL  
Headship of a nursery school in Newham. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in nursery education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Newham Education Office, 100 Newham Road, Newham, London E6 2AP. Closing date: 15th November 1980.

## For Teaching Posts In The Inner London Area

See page 41

## Primary Education

**BERKSHIRE**  
VICTORIA PARK NURSERY School, Victoria Park, Newbury. Headship of a nursery school. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in nursery education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Berkshire Education Office, 100 Victoria Park, Newbury, RG13 2AP. Closing date: 15th November 1980.

## Headships

**BERKSHIRE**  
VICTORIA PARK NURSERY School, Victoria Park, Newbury. Headship of a nursery school. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in nursery education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Berkshire Education Office, 100 Victoria Park, Newbury, RG13 2AP. Closing date: 15th November 1980.

## Classified Advertisements

Charge for advertising in all classifications is £120 per line (including VAT) for a 10-line advertisement. Single line advertisements £7.00 per single column. Double line advertisements £13.00 per double column. All rates include VAT at 10%.

Advertisements received by Monday will be published in the Friday's issue, subject to availability of space.

Advertisements should be sent to: The Classified Advertisements Manager, The Times Educational Supplement, One Abchurch Lane, London EC4N 3DF.

Appointments	Secondary Education	Sixth Form and Tertiary	Preparatory Schools	Service Colleges	Appointments wanted
Headships	34	Colleges	Headships	Other Appointments	55
Deputy Headships Senior	34	Scale 1 Posts	Deputy Headships Senior	Adult Education	
Masters/Mistresses	34		Masters/Mistresses	Classics	
Remedial Posts	35		Classics	English	
Art and Design	35		English	History	
Careers	35		Mathematics	Modern Languages	
Classics	35		Music	Science	
Commercial Subjects	36		Other than by Subjects		
Domestic Subjects	36				
Economics	36				
English	36				
Geography	37				
History	37				
Humanities	37				
Mathematics	37				
Modern Languages	39				
Music	39				
Pastoral	40				
Physical Education	40				
Religious Education	42				
Science	42				
Social Studies	44				
Speech and Drama	44				
Technical Studies	44				
Other than by Subjects	45				
Appointments in Scotland	46				

## Other Appointments

**BRADFORD (City of)**  
METROPOLITAN COUNCIL  
Headship of a secondary school in Bradford. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in secondary education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Bradford Education Office, 100 Bradford Road, Bradford, West Yorkshire BD1 1AP. Closing date: 15th November 1980.

## Headship

**WEST ASHSTEAD CO. FIRST AND MIDDLE**  
HEAD TEACHER required May 1981 or earlier if possible, for this Group 6 First and Middle School for pupils aged 5-12 years. Estimated NOR (January 1981) 346. Salary scale £10,254-£11,283 p.a. Application forms and further details available (SAE please) from the County Education Officer, County Hall, Kingston-on-Thames KT1 2DJ. Completed applications should be returned not later than 21.11.80.

## Primary Education

**BERKSHIRE**  
VICTORIA PARK NURSERY School, Victoria Park, Newbury. Headship of a nursery school. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in nursery education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Berkshire Education Office, 100 Victoria Park, Newbury, RG13 2AP. Closing date: 15th November 1980.

## Headships

**BERKSHIRE**  
VICTORIA PARK NURSERY School, Victoria Park, Newbury. Headship of a nursery school. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in nursery education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Berkshire Education Office, 100 Victoria Park, Newbury, RG13 2AP. Closing date: 15th November 1980.

## Classified Advertisements

Charge for advertising in all classifications is £120 per line (including VAT) for a 10-line advertisement. Single line advertisements £7.00 per single column. Double line advertisements £13.00 per double column. All rates include VAT at 10%.

Advertisements received by Monday will be published in the Friday's issue, subject to availability of space.

Advertisements should be sent to: The Classified Advertisements Manager, The Times Educational Supplement, One Abchurch Lane, London EC4N 3DF.

## Primary Education

**BERKSHIRE**  
VICTORIA PARK NURSERY School, Victoria Park, Newbury. Headship of a nursery school. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in nursery education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Berkshire Education Office, 100 Victoria Park, Newbury, RG13 2AP. Closing date: 15th November 1980.

## Summary and Directed Writing

R A BANKS and F D A BURNS

This is a book to prepare candidates for the 'Summary and Directed Writing' papers set for O level English Language by some examination boards (e.g. London University). The book provides a variety of passages on which are based summary exercises. Students are given practice not only in selecting facts for their summaries but also in directing their writing at a specific audience. In this way they are prepared for an examination which calls for an awareness of audience, register, idiom and language usage as well as the ability to assemble information and write coherently.

0 340 25608 7 Limp £1.55  
Teachers are invited to write for inspection copies.

**Hodder & Stoughton**  
Hodder and Stoughton, Dept E169, P.O. Box 702, Mill Road, Dunton Green, Sevenoaks, Kent TN13 2YD

## SURREY COUNTY COUNCIL

\* FRINGE AREA LONDON ALLOWANCE £213 p.a. THROUGHOUT THE COUNTY  
\* Generous Relocation Expenses in approved cases  
\* Assistance with Temporary Housing may be available

## HEADSHIP

**WEST ASHSTEAD CO. FIRST AND MIDDLE**  
HEAD TEACHER required May 1981 or earlier if possible, for this Group 6 First and Middle School for pupils aged 5-12 years. Estimated NOR (January 1981) 346. Salary scale £10,254-£11,283 p.a. Application forms and further details available (SAE please) from the County Education Officer, County Hall, Kingston-on-Thames KT1 2DJ. Completed applications should be returned not later than 21.11.80.

## Primary Education

**BERKSHIRE**  
VICTORIA PARK NURSERY School, Victoria Park, Newbury. Headship of a nursery school. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in nursery education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Berkshire Education Office, 100 Victoria Park, Newbury, RG13 2AP. Closing date: 15th November 1980.

## Headships

**BERKSHIRE**  
VICTORIA PARK NURSERY School, Victoria Park, Newbury. Headship of a nursery school. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in nursery education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Berkshire Education Office, 100 Victoria Park, Newbury, RG13 2AP. Closing date: 15th November 1980.

## Classified Advertisements

Charge for advertising in all classifications is £120 per line (including VAT) for a 10-line advertisement. Single line advertisements £7.00 per single column. Double line advertisements £13.00 per double column. All rates include VAT at 10%.

Advertisements received by Monday will be published in the Friday's issue, subject to availability of space.

Advertisements should be sent to: The Classified Advertisements Manager, The Times Educational Supplement, One Abchurch Lane, London EC4N 3DF.

## Primary Education

**BERKSHIRE**  
VICTORIA PARK NURSERY School, Victoria Park, Newbury. Headship of a nursery school. The successful candidate will be responsible for the school's educational and administrative work. The post is full-time and requires a minimum of 10 years' experience in nursery education. Salary scale £11,000-£14,000. Applications should be sent to the Director of Education, Berkshire Education Office, 100 Victoria Park, Newbury, RG13 2AP. Closing date: 15th November 1980.

## Bedfordshire Education Service

## General Adviser

(Education of Young Children)  
2 Posts  
£11,664-£12,699 (Burnham Group 8)  
Applications are invited from suitably experienced candidates for these 2 posts in the Bedfordshire Advisory and Inspection Service. Applicants should have broad experience at Senior Management level in schools or in an advisory service and direct experience of working with children in the 3-5 age range. One of the two postholders will be required to specialise in the nursery and infant age range and the other with the older primary age range. In addition, they will be expected to offer advice in one of the areas of reading, number work or primary science. These are suitable posts for Heads wishing to enter the Advisory and Inspection Service. The posts qualify for an essential car user allowance and the Authority also operates a car loan scheme. Approved removal expenses paid. Application forms and further details obtainable from D. P. J. Bowring, M.A., Chief Education Officer, County Hall, Bedford, or telephone Glave Johnson on Bedford 63222 Ext 345. Closing date 17th November, 1980.

**Bedfordshire**







## Leicestershire

LEICESTER MUNDELLA SCHOOL

An 11-16 comprehensive school

## GROUP 11 HEADSHIP

HEADMASTER/HEADMISTRESS required April 1981 for this interesting new post which will be created by the amalgamation of the existing Mundella Boys and Girls Schools in August 1981 (estimated NOR 1220). The post will demand sensitivity and skill to develop, from the sound basis in the existing schools, appropriate opportunities for pupils in this well balanced multi-racial community.

Details on request (S.A.E.).

Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE5 9RF by 19th November.

## THE RED MAIDS' SCHOOL

WESTBURY-ON-TRYM,  
BRISTOL

## HEADSHIP

Applications are invited for the post of Head which will become vacant on the retirement of the present Headmistress, Miss D. D. Dakin, J.P., M.A., in December, 1981.

The school is a Direct Grant School phasing to full independence in 1982. There are 440 girls (including 100 in the Sixth Form), of whom 140 are boarders.

Salary and conditions of service by negotiation. Particulars from the Clerk to the Governors, Governors' Office, The Red Maids' School, Orchard Street, Bristol BS1 5EQ.

## SURREY COUNTY COUNCIL

- PRIME AREA LONDON ALLOWANCE £213 p.a. THROUGHOUT THE COUNTY.
- Generous Relocation Expenses in approved cases.
- Assistance with Temporary Housing may be available.
- Complete list of Teaching Vacancies available (SAE please) from County Education Officer.

## HEADSHIP

HINCHLEY WOOD COUNTY SECONDARY

Claygate Lane, Hinchley Wood

HEADTEACHER required May 1981, for this Group 10 Mixed Comprehensive for pupils aged 12-16 years. Actual NOR (September 1980) 897. Salary scale £13,800-£14,490 p.a.

Application forms and further details available (SAE please) from the County Education Officer, County Hall, Kingston-Thames, KT1 2QJ (Tel. TP/AFD). Completed applications should be returned not later than 21 November, 1980.

## EAST SUSSEX

FALMER SCHOOL  
BRIGHTON

Applications are invited for the

## Headship

of this Group 12 mixed Comprehensive school for pupils 12-18, vacant from September, 1981, following the retirement of the present holder of the post. Closing date 21st November, 1980.

Application forms and further details obtainable from the County Education Officer, P.O. Box 4, County Hall, Lewes. Self-addressed and stamped foolscap envelope, please.

## PRIMARY

Scale 1 Posts continued

**MERTON**  
(London Borough of)  
EDUCATION COMMITTEE  
EDUCATION COMMITTEE  
Primary School  
Wentworth Avenue, London, SW20  
Headteacher Miss F. H. Whooten.  
Age Range: 5 to 11 years.  
No. of Pupils: 120.  
Vacancies: 2.  
Closing date: November 14, 1980.

**MERTON**  
(London Borough of)  
EDUCATION COMMITTEE  
Primary School  
Wentworth Avenue, London, SW20  
Headteacher Miss F. H. Whooten.  
Age Range: 5 to 11 years.  
No. of Pupils: 120.  
Vacancies: 2.  
Closing date: November 14, 1980.

**NEWHAM**  
(London Borough of)  
EDUCATION COMMITTEE  
Primary School  
Wentworth Avenue, London, SW20  
Headteacher Miss F. H. Whooten.  
Age Range: 5 to 11 years.  
No. of Pupils: 120.  
Vacancies: 2.  
Closing date: November 14, 1980.

**WALSALL**  
(London Borough of)  
EDUCATION COMMITTEE  
Primary School  
Wentworth Avenue, London, SW20  
Headteacher Miss F. H. Whooten.  
Age Range: 5 to 11 years.  
No. of Pupils: 120.  
Vacancies: 2.  
Closing date: November 14, 1980.

**WALTHAM FOREST**  
(London Borough of)  
EDUCATION COMMITTEE  
Primary School  
Wentworth Avenue, London, SW20  
Headteacher Miss F. H. Whooten.  
Age Range: 5 to 11 years.  
No. of Pupils: 120.  
Vacancies: 2.  
Closing date: November 14, 1980.

**NOTTINGHAMSHIRE**  
(London Borough of)  
EDUCATION COMMITTEE  
Primary School  
Wentworth Avenue, London, SW20  
Headteacher Miss F. H. Whooten.  
Age Range: 5 to 11 years.  
No. of Pupils: 120.  
Vacancies: 2.  
Closing date: November 14, 1980.

**STAFFORDSHIRE**  
(London Borough of)  
EDUCATION COMMITTEE  
Primary School  
Wentworth Avenue, London, SW20  
Headteacher Miss F. H. Whooten.  
Age Range: 5 to 11 years.  
No. of Pupils: 120.  
Vacancies: 2.  
Closing date: November 14, 1980.

**SUFFOLK**  
(London Borough of)  
EDUCATION COMMITTEE  
Primary School  
Wentworth Avenue, London, SW20  
Headteacher Miss F. H. Whooten.  
Age Range: 5 to 11 years.  
No. of Pupils: 120.  
Vacancies: 2.  
Closing date: November 14, 1980.

## By Subject Classification

## Art and Design

## English

## Mathematics

## Modern Languages

## Other Posts on Scale 2 and above

## Music

## Other Posts on Scale 2 and above

## Physical Education

## Other Posts on Scale 2 and above

## Science

## Other Posts on Scale 2 and above

## Technical Studies

## Other than by Subject Classification

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## By Subject Classification

## Art and Design

## English

## Mathematics

## Modern Languages

## Other Posts on Scale 2 and above

## Music

## Other Posts on Scale 2 and above

## Physical Education

## Other Posts on Scale 2 and above

## Science

## Other Posts on Scale 2 and above

## Technical Studies

## Other than by Subject Classification

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## By Subject Classification

## Art and Design

## English

## Mathematics

## Modern Languages

## Other Posts on Scale 2 and above

## Music

## Other Posts on Scale 2 and above

## Physical Education

## Other Posts on Scale 2 and above

## Science

## Other Posts on Scale 2 and above

## Technical Studies

## Other than by Subject Classification

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## By Subject Classification

## Art and Design

## English

## Mathematics

## Modern Languages

## Other Posts on Scale 2 and above

## Music

## Other Posts on Scale 2 and above

## Physical Education

## Other Posts on Scale 2 and above

## Science

## Other Posts on Scale 2 and above

## Technical Studies

## Other than by Subject Classification

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## By Subject Classification

## Art and Design

## English

## Mathematics

## Modern Languages

## Other Posts on Scale 2 and above

## Music

## Other Posts on Scale 2 and above

## Physical Education

## Other Posts on Scale 2 and above

## Science

## Other Posts on Scale 2 and above

## Technical Studies

## Other than by Subject Classification

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## Deputy Headships

## Senior Masters/Mistresses

## Secondary Education

## Headships

## By Subject Classification



and "A" levels. STATIS-  
COMPUTING... One hundred  
level. Mathematics students.  
computing facilities.  
riculum vitae and names of  
in the field. Teacher, floor-  
B. A. B. B. B. B. B. B. B. B.

هَذَا مِنْ الْقُرْآنِ



**THE TIMES**  
**Educational**  
**Supplement**

\_\_\_\_\_

to be responsible for the development of LANGUAGE throughout the school. The French and German Departments would be placed in charge of the program, providing leadership, supplies and materials. The English Department would be responsible for the oral presentation of the program. The program would be presented in the form of a play, with the students acting out the scenes. The program would be presented in the form of a play, with the students acting out the scenes. The program would be presented in the form of a play, with the students acting out the scenes.

[illegible]

**SCS 11.8**  
Scale 1 or Scale 2 for suitable experience. Required for January 1st or as an alternative for September 1st, or after Graduate Biological for this 11-12 a delightful part of Mid-Cheshire. Re- the teaching of Biology in O' and the ment of the subject in the Upper Sixth students will also be expected to teach the first two years. A temporary post for 1st may be available as a consequence for as soon as possible. stamped addressed business envelope Closing date: 21st November, 1969.

leased and proven candi-  
dacy as possible there-  
in. Candidates are not in  
responsibility will include  
the highest and the lowest  
income. The successful can  
Combined Science in the  
ONE YEAR from January  
of this report. Return  
page is essential.

Monitored for January, 1939.  
 a system to teach MANAGERIAL  
 ECONOMICS to the students of the  
 school. Applications are invited  
 from well-qualified candidates  
 to join this strong group of  
 teachers and to share the knowledge  
 of the University of Chicago  
 in the field of MANAGERIAL  
 ECONOMICS. The position is open  
 to members and in the field. Form  
 and salary commensurate with  
 the duties to be performed.  
 Advanced degrees required.  
 Several recommendations. Specify 1.

Further details and application  
 forms obtainable from and  
 returned to the Director,  
 (U.S.S. Service).

Applications by  
 interested persons should  
 curriculum vitae and  
 references to the

**DORSET**  
**SOUTH OMAHA**  
 CHS. W.  
 (1931 selective in  
 TEACHERS of MANAGERIAL  
 ECONOMICS. Form and  
 salary commensurate with  
 the duties to be performed.  
 Advanced degrees required.  
 Several recommendations. Specify 1.

Further details and application  
 forms obtainable from and  
 returned to the Director,  
 (U.S.S. Service).

**SENIOR SCHOOL**  
**EMATICS** 11- to 18;  
**EMATICS** (Grade 11 or 12) for January  
 1990. **EMATICS** (Grade 11 or 12) for  
 March and April  
 to the Head-  
 Master and  
 1990.

**Edu  
Sup**

[illegible]

be responsible for the development of the school. The students must be qualified to handle English and German and must be able to read, write and speak both languages. The school will be a boarding school, and the students will be required to live on campus. The school will be a boarding school, and the students will be required to live on campus. The school will be a boarding school, and the students will be required to live on campus.

[illegible]

or Scale 2 for suitable experienced and proven candidates required for January 1st or as soon as possible thereafter. The minimum educational requirement for this 1-10 scale position will be a graduate degree in life science. Responsibilities will include instruction in Biology at O' and C levels and supervision of the subject in the Upper School. The successful candidate will also be expected to teach Combined Science in the 6th year. A temporary post for CHE TEACH from January to June 1980 will be available as a consequence of this appointment being taken up as permanent.

Interested individuals looking envelope is essential.  
Date: Fri November, 1980.

*(continued from page 60)*































# THE MARY HARE GRAMMAR SCHOOL FOR THE DEAF

Arlington Manor, Newbury, Berkshire

Applications are invited by the Governors for the post of

## BURSAR

TO THIS COEDUCATIONAL BOARDING SCHOOL

The person appointed will be the chief administrative officer on the staff of the Principal and the responsibilities will be in the following respects:

- Finance (b) Personnel (non-teaching staff)
- Buildings and Grounds (d) Clerk to the Governors.

Salary based on the appropriate National Joint Council scale, at present £7,884-£8,853 (national award pending). Further particulars are obtainable from the Principal. Closing date for receipt of applications—November 21st, 1980.

# BRADFORD COLLEGE

Berkshire

## BURSAR

Applications are invited for the post of BURSAR, to take office in August 1981. Age preferably between 40 and 50. Salary according to experience but not less than £10,000 p.a. House and car provided.

Previous experience as a Bursar, or professional qualifications as architect, surveyor, estate manager or accountant could be an advantage.

Full details and application forms may be obtained from the Clerk to the Council, R.G.A. Youard, 35 Basinghall Street, London EC2V 5DB.

# THE NATIONAL FEDERATION OF YOUNG FARMERS' CLUBS

## Northern Area Field Officer

(Part-time)

The successful applicant will be skilled in working with young people and preferably with some experience of devising training programmes. The Officer will be home-based in the South East of England and must be prepared to travel to Lancashire, Yorkshire, Cumbria, Durham, Northumberland and Humberside, and occasionally to the Young Farmers' Centre, Stoneleigh, Kent/Wiltshire, Warwickshire; access to a vehicle is therefore essential and reimbursement for its use will be made.

Remuneration in the region of £2,000. Application forms and job specification may be obtained from the Y.F.C. Office, Northumberland College of Agriculture, Kirtley Hall, Ponteland, Newcastle upon Tyne NE20 0AQ. Completed applications are to be returned before Saturday, November 23, 1980.

# ROYAL ACADEMY OF ARTS

Piccadilly, London W1V 0DS

Applications are invited for the post of

## Secretary Elect

of the Royal Academy as from 1 October, 1981, with a view to taking over the duties of Secretary from 1 April, 1982. Details and application form (to be submitted by 1 January, 1981) are obtainable from the Registrar.

# ADMINISTRATION General continued

## OUTDOOR ACTIVITY CENTRE MANAGER

An excellent opportunity to join a successful and expanding business.

A position offered in a special residential centre for the holiday care of children and young people. The centre is situated in the North Devon National Park. The successful candidate will be responsible for the management of the centre, which includes the provision of outdoor activities such as climbing, canoeing, archery and hill walking, and the supervision of the staff and the provision of a high standard of catering and accommodation.

For further details and application forms, please contact the Principal, The Outdoor Activity Centre, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

# HERTFORDSHIRE LOCAL EDUCATION AUTHORITY

BASED AT HEMEL Hempstead

The successful applicant will work with a group of primary and secondary schools, offering advice and support in the areas of curriculum, assessment, and the psychological needs of some of these children. The successful candidate will be expected to monitor and support the work of the schools, and to be a member of the senior management team. The successful candidate should have a good knowledge of the curriculum and assessment, and be able to work with a group of primary and secondary schools. The successful candidate should have a good knowledge of the curriculum and assessment, and be able to work with a group of primary and secondary schools. The successful candidate should have a good knowledge of the curriculum and assessment, and be able to work with a group of primary and secondary schools.

# Examiners

## EAST ANGLIAN EXAMINATIONS BOARD

FOR THE CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the following posts which will be filled in 1981:

CHIEF EXAMINERS in: ENGLISH, MATHEMATICS, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, GEOGRAPHY, MODERN LANGUAGES, MUSIC, ART, P.E., and C.S.E.

For further details and application forms, please contact the Secretary, East Anglian Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

# EAST MIDLAND REGIONAL EXAMINATIONS BOARD

(CERTIFICATE OF SECONDARY EDUCATION)

Applications are invited for the following posts which will be filled in 1981:

CHIEF EXAMINERS in: ENGLISH, MATHEMATICS, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, GEOGRAPHY, MODERN LANGUAGES, MUSIC, ART, P.E., and C.S.E.

For further details and application forms, please contact the Secretary, East Midlands Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

# ROYAL ACADEMY OF ARTS

Piccadilly, London W1V 0DS

Applications are invited for the post of

## Secretary Elect

of the Royal Academy as from 1 October, 1981, with a view to taking over the duties of Secretary from 1 April, 1982.

Details and application form (to be submitted by 1 January, 1981) are obtainable from the Registrar.

For further details and application forms, please contact the Registrar, The Royal Academy, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Registrar, The Royal Academy, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Registrar, The Royal Academy, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

# LONDON REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts which will be filled in 1981:

CHIEF EXAMINERS in: ENGLISH, MATHEMATICS, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, GEOGRAPHY, MODERN LANGUAGES, MUSIC, ART, P.E., and C.S.E.

For further details and application forms, please contact the Secretary, London Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

# NORTH WEST REGIONAL EXAMINATIONS BOARD

Certificate of Secondary Education

Applications are invited for the following posts which will be filled in 1981:

CHIEF EXAMINERS in: ENGLISH, MATHEMATICS, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, GEOGRAPHY, MODERN LANGUAGES, MUSIC, ART, P.E., and C.S.E.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, North West Regional Examinations Board, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

# Metropolitan Borough of Rochdale

## EDUCATION WELFARE OFFICERS (2 Posts)

Social Worker Grade 1 £4,581-£5,130 with progression to Social Worker Grade 2 £5,288-£5,837 (National Pay Award Pending) for officers holding recognized qualifications (C.Q.S.W.).

Applications are invited from suitably qualified and experienced persons for the post of Education Welfare Officer. The successful candidate will be responsible for the provision of welfare services to children and young people in the borough.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

# Metropolitan Borough of Rochdale

## EDUCATION WELFARE OFFICERS (2 Posts)

Social Worker Grade 1 £4,581-£5,130 with progression to Social Worker Grade 2 £5,288-£5,837 (National Pay Award Pending) for officers holding recognized qualifications (C.Q.S.W.).

Applications are invited from suitably qualified and experienced persons for the post of Education Welfare Officer. The successful candidate will be responsible for the provision of welfare services to children and young people in the borough.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

For further details and application forms, please contact the Secretary, Metropolitan Borough of Rochdale, 100, The Strand, London WC2N 2AT. Tel: 01-834 4411.

# English as a Foreign Language